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ABSTRACT

This curriculum guide is intended to provide classroom teachers with an easily adaptable consumer education program that is appropriate for use with students in grades K-adult. In the first part of the guide, various consumer educational concepts are listed by grade and then by subject area. Discussed next are the suggested scope and sequence of the consumer education materials presented. The next section of the guide, an activities section, consists of learning activities dealing with the following areas: a value system for consumer education, decision-making procedures, the rights and responsibilities of consumers, and the role of the consumer in our economic system. Within each area, activities are grouped by grade level and are explained on activity sheets containing a title, competency number, grade level, suggested procedures, as well as handouts and supplemental materials. Concluding the guide is a list of consumer educational resources and materials. (MN)

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CONSUMER EDUCATION CURRICULUM

PREPARED BY
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PREPARED FOR
CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL PROGRAM PLANNING AND DEVELOPMENT
HARTFORD, CONNECTICUT

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INTRODUCTION

Consumer education is an essential component of the K-adult educational process. It includes such varied issues as the health and safety aspects of consumption, environmental concerns, energy conservation, the rights and responsibilities of the consumer, and the economic interdependency of nations. In addition to cognitive skills, consumer education must also address the affective areas of value clarification, goal setting and decision making.

As the issues grow more complex, the need for a planned, systematic and on-going consumer education program becomes more acute. This curriculum was commissioned by the State Department of Education/Division of Vocational and Adult Education to aid Connecticut school districts in meeting this need.

The curriculum is not intended to be exhaustive. It provides a scope and sequence for grades K-adult, and it represents a cross-section of materials and methodologies developed locally and nationwide, and includes suggested activities and resources for grades K-adult. Practitioners who find particular activities germane and effective may wish to explore others from the same source. All sources cited are available at RESCUE, Goshen Road, Litchfield, Connecticut.

This curriculum focuses on consumer education as an integral part of the regular curriculum rather than as a separate and

distinct entity. The recommended scope and sequence suggests certain subject areas as being most appropriate for the teaching of specific competencies but these recommendations are not intended to exclude any other subject area from consideration. We recognize that most of the competencies listed can be integrated into several subject areas.

It is hoped that this curriculum will be seen as an outgrowth of A Guide to Curriculum Development in Consumer Education published by the Connecticut State Department of Education in 1981, and will serve to enhance the teaching of consumer education in Connecticut public schools.

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HOW TO USE THIS GUIDE

This guide is intended to provide classroom teachers K-adult with an easily adaptable consumer education program. Included in the document are a comprehensive scope and sequence section, a compilation of recommended activities, and a list of resources.

This scope and sequence section consists of a list of consumer education concepts and a breakdown of these concepts by grade level and by subject matter. The section concludes with a detailed matrix which juxtaposes consumer education competencies, the recommended grade levels for introducing these competencies, and the recommended subject areas for infusing them into the overall curriculum.

The activities section is divided into four major areas, following the four major competency divisions of the scope and sequence. These areas are:

I. Value System for Consumer Education
II. Decision Making Procedures
III. Rights and Responsibilities of the Consumer
IV. Role of Consumer in Our Economic System

Within each area, activities are grouped by grade level. Three groupings exist:

I. Primary/Intermediate
II. Middle
III. Secondary/Adult

Although all activities are printed on white paper, pages dividing grade levels are color coded consistently throughout the guide.

Descriptions of activities all follow the same format:

- Title, followed by specific competency number in parenthesis. Number refers back to scope and sequence matrix.
- Grade level
- Procedures
- Handouts and supplementary materials

At the bottom of each activity page is the source from which that activity was taken.

Teachers using this guide will of course want to adapt these activities to the specific needs and situations of their own classes. Teachers may also wish to modify activities for grade levels and/or for subject areas other than those suggested. The committee encourages this type of creativity in the implementation of this program.

The final section of the guide consists of a listing of consumer education resources and materials. It is hoped that this guide will be looked at as a beginning and that teachers will use the resources listed to expand upon the consumer education program in the public schools in Connecticut.

CONSUMER EDUCATION CONCEPTS

I. Value System for Consumer Education

A. Primary/Intermediate Levels

1. Money
2. Purchasing Power
3. Acquisition of Articles and Services
4. Needs and Wants
5. Values and Goals

B. Middle Level

1. Financial Planning
2. Values and Decisions
3. Needs and Wants
4. Local/State/Federal Budget
5. Energy Conservation
6. Product Obsolescence

C. Secondary/Adult Levels

1. Financial Planning
2. Economic Values for Developing Nations
3. Comparative Values
4. Budget Development
5. Environmental Issues
6. Product Obsolescence

II. Decision Making Procedures

A. Primary/Intermediate Levels

1. Number Recognition
2. Addition/Subtraction
3. Using Dollar Sign and Decimal Point
4. Safety
5. Comparing/Purchasing Goods
6. Reading Labels
7. Income and Expenses

B. Middle Level

1. Making Estimates
2. Using Calculating Devices
3. Percentages
4. Unit Pricing
5. Loans and Credit
6. Comparing/Purchasing Goods
7. Reading Labels
8. Durability and Safety
9. Income and Expenditures
10. Consumer Information

C. Secondary/Adult Levels

1. Percentages
2. Unit Pricing
3. Interpretation of Graphs and Charts
4. Credit
5. Insurance
6. Guarantees
7. Contracts
8. Durability and Safety
9. Consumer Services
10. Budgeting Income
11. Sales Promotions
12. Product Information

III. Rights and Responsibilities of the Consumer

A. Primary/Intermediate Levels

1. Following Directions
2. Safety
3. Care of Property
4. Owning and Renting
5. Child Protection Laws
6. Equality of Opportunity

B. Middle Level

1. Maintenance of Property
2. Safety Procedures
3. Equality of Opportunity
4. Consumer Inquiries and Grievances

C. Secondary/Adult Levels

1. Maintenance of Property
2. Safety Practices and Procedures
3. Government Spending
4. Housing Concepts
5. Consumer Protection Agencies
6. Consumer Protection Laws
7. Equality of Opportunity
8. Consumer Inquiries and Grievances

IV. Role of Consumer in Our Economic System

A. Primary/Intermediate Levels

1. Money and Value
2. Savings Accounts
3. Free Enterprise
4. Profit Motive
5. Influence of Advertising
6. World Trade Markets

B. Middle Level

1. Computing Interest
2. Checking Accounts
3. Simple and Compound Interest
4. Comparison Shopping
5. Supply and Demand
6. Industrialization of America
7. Free Enterprise
8. Profit Motive
9. Influence of Advertising
10. Analyzing and Evaluating Advertising Techniques
11. Regulating Trade
12. World Trade Markets

C. Secondary/Adult Levels

1. Checking Accounts
2. Simple and Compound Interest
3. Federal Reserve System
4. Types and Costs of Credit
5. Types of Loans
6. Comparison Shopping
7. Industrialization of America
8. Supply, Demand and Price
9. Profit Motive
10. Inflation
11. Types of Marketplaces
12. Analyzing and Evaluating Advertising Techniques
13. Regulating Trade
14. International Trade

CONSUMER EDUCATION CONCEPTS

BY GRADE LEVEL

I. Primary/Intermediate Levels

A. Value Systems for Consumer Education

1. Money
2. Purchasing Power
3. Acquisition of Articles and Services
4. Needs and Wants
5. Values and Goals

B. Decision Making Procedures

1. Number Recognition
2. Addition/Subtraction
3. Using Dollar Sign and Decimal Point
4. Safety
5. Comparing/Purchasing Goods
6. Reading Labels
7. Income and Expenses

C. Rights and Responsibilities of the Consumer

1. Following Directions
2. Safety
3. Care of Property
4. Owning and Renting
5. Child Protection Laws
6. Equality of Opportunity

D. Role of Consumer in Our Economic System

1. Money and Value
2. Savings Accounts
3. Free Enterprise
4. Profit Motive
5. Influence of Advertising
6. World Trade Markets

II. Middle Level

A. Value of System for Consumer Education

1. Financial Planning
2. Values and Decisions
3. Needs and Wants
4. Local/State/Federal Budget
5. Energy Conservation
6. Product Obsolescence

B. Decision Making Procedures

1. Making Estimates
2. Using Calculating Devices
3. Percentages
4. Unit Pricing
5. Loans and Credit
6. Comparing/Purchasing Goods
7. Reading Labels
8. Durability and Safety
9. Income and Expenditures
10. Consumer Information

C. Rights and Responsibilities of the Consumer

1. Maintenance of Property
2. Safety Procedures
3. Equality of Opportunity
4. Consumer Inquiries and Grievances

D. Role of Consumer in Our Economic System

1. Computing Interest
2. Checking Accounts
3. Simple and Compound Interst
4. Comparison Shopping
5. Supply and Demand
6. Industrialization of America
7. Free Enterprise
8. Profit Motive
9. Influence of Advertising
10. Analyzing and Evaluating Advertising Techniques
11. Regulating Trade
12. World Trade Markets

III. Secondary/Adult Levels

A. Value System for Consumer Education

1. Personal Values and Decisions
2. Financial Planning
3. Economic Values for Developing Nations
4. Comparative Values
5. Budget Development
6. Environmental Issues
7. Product Obsolescence

B. Decision Making Procedures

1. Percentages
2. Unit Pricing
3. Interpretation of Graphs and Charts
4. Credit
5. Insurance
6. Guarantees
7. Contracts
8. Durability and Safety
9. Comparing/Purchasing Goods
10. Consumer Services
11. Budgeting Income
12. Sales Promotions
13. Product Information

C. Rights and Responsibilities of the Consumer

1. Maintenance of Property
2. Safety Practices and Procedures
3. Government Spending
4. Housing Concepts
5. Consumer Protection Agencies
6. Consumer Protection Laws
7. Equality of Opportunity
8. Consumer Information
9. Consumer Inquiries and Grievances

D. Role of Consumer in Our Economic System

1. Checking Accounts
2. Simple and Compound Interest
3. Federal Reserve System
4. Types and Costs of Credit
5. Types of Loans
6. Comparison Shopping
7. Industrialization of America
8. Supply, Demand and Price
9. Profit Motive
10. Inflation
11. Types of Marketplaces
12. Analyzing and Evaluating Advertising Techniques
13. Regulating Trade
14. International Trade

CONSUMER EDUCATION CONCEPTS BY SUBJECT AREA*

Page No.

I. Math

A. Primary/Intermediate Levels

1. Money 22
2. Purchasing Power 23,76
3. Number Recognition 71
4. Addition/Subtraction 69,71
5. Using Dollar Sign and Decimal Point 60,70
6. Comparing/Purchasing Goods 62
7. Money and Value 136
8. Savings Accounts 138

B. Middle Level

1. Making Estimates 78,79
2. Using Calculating Devices 78
3. Percentages 37
4. Unit Pricing 80
5. Loans and Credit 81,82
6. Comparing Purchasing Goods 38,76
7. Computing Interest -
8. Checking Accounts 141
9. Simple and Compound Interests -

C. Secondary/Adult Levels

1. Budget Development 55,56,102,103
2. Percentages 37,90
3. Unit Pricing -
4. Interpretation of Graphs and Charts 52,89,183,185
5. Credit 99,105
6. Checking Accounts 141
7. Simple and Compound Interest 48,120

*NOTE: In this section activities may appear under more than one subject area, as many are appropriate for several disciplines.

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II. Language Arts

A. Primary/Intermediate Levels

1. Values and Goals 18,24,25
2. Reading Labels 74
3. Following Instructions -
4. Safety 72,108
5. Consumer Inquiries and Grievances 111
6. Owning and Renting -
7. Influence of Advertising 73,139

B. Middle Level

1. Values and Decisions 37,38,39
2. Reading Labels 74,84,85,87
3. Consumer Inquiries and Grievances 115,116,118
4. Influence of Advertising 73,83
5. Analyzing and Evaluating Advertising Techniques 159,160,161.162

C. Secondary/Adult Levels

1. Personal Values and Decisions 37,38,39
2. Consumer Inquiries and Grievances 129
3. Analyzing and Evaluating Advertising Techniques 179,180,181

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III. Social Studies

A. Primary/Intermediate Levels

1. Purchasing Power 18
2. Acquisition of Articles and Services 16
3. Needs and Wants 20,23
4. Income and Expenses 64,76
5. Safety 72,108
6. Care of Property 109,112,113
7. Child Protection Laws 110
8. Equality of Opportunity -
9. Savings Accounts 138
10. Free Enterprise -
11. Profit Motive -
12. World Trade Markets -

B. Middle Level

1. Needs and Wants 39,40
2. Local/State/Federal Budgets 64
3. Product Obsolescence -
4. Income and Expenditures 76
5. Consumer Information 84,85,87
6. Safety Procedures 119
7. Equality of Opportunity -
8. Consumer Inquiries and Grievances 116,118
9. Comparison Shopping 143.144
10. Supply and Demand 146
11. Industrialization of America -
12. Free Enterprise 163
13. Profit Motive 164
14. Regulating Trade 170
15. World Trade Markets 172

C. Secondary/Adult Levels

1. Financial Planning 57
2. Economic Values for Developing Nations -
3. Comparative Values 38,39,40,89
4. Product Obsolescence -
5. Consumer Services -
6. Product Information 94
7. Government Spending 52
8. Consumer Protection Agencies 123,127,129,131
9. Consumer Protection Laws 125,132
10. Equality of Opportunity -
11. Consumer Inquiries and Grievances -
12. Federal Reserve System 182
13. Industrialization of America -
14. Supply, Demand and Price 146,183
15. Profit Motive 174
16. Inflation 184,185
17. Types of Marketplaces -
18. Regulating Trade 170
19. International Trade 172

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IV. Science

A. Primary/Intermediate Levels

1. Safety 72,108,110
2. Comparing/Purchasing Goods 73,74
3. Environmental Awareness 112

B. Middle Level

1. Energy Conservation 30
2. Comparing/Purchasing Goods 73,74,83
3. Durability and Safety 114

C. Secondary/Adult Levels

1. Environmental Issues 89,183
2. Durability and Safety -
3. Product Information 95

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V. Home Economics

A. Primary/Intermediate Levels

1. Comparing/Purchasing Goods 62,73

B. Middle Level

1. Values and Goals 40
2. Comparing/Purchasing Goods 142

C. Secondary/Adult Levels

1. Financial Planning 42,56
2. Budget Development 55,56,102,103
3. Comparing/Purchasing Goods 40,94,95
4. Sales Promotions 95
5. Housing Concepts 124
6. Comparison Shopping 95

Page No.

VI. Business/Vocational Education

A. Primary/Intermediate Levels -

B. Middle Level

1. Maintenance of Property -
2. Safety Procedures -

C. Secondary/Adult Levels

1. Credit 48,90,99,105,125
2. Insurance 42,100,101
3. Guarantees -
4. Contracts 125
5. Consumer Services -
6. Maintenance of Property -
7. Safety Practices and Procedures -
8. Housing Concepts 124
9. Consumer Information 94
10. Types and Costs of Credit 48,99,105
11. Types of Loans -

P = Primary (K-2)
I = Intermediate (3-5)
M = Middle (6-8)
S = Secondary (9-12)
A = Adult

Consumer Education - Suggested Scope and Sequence

Competencies	Level of Introduction of Compentency					
	Math	L.A.	SS	Sci	HEc	Bus/Voc
. Value System for Consumer Education						
A. Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.						
1. Demonstrate an understanding of money as the representation of financial worth/ wealth.	P/I					
2. Demonstrate an understanding of the purchasing power that money represents and recognize the consequence tied to the lack of it.			P/I			
3. Demonstrate a knowledge of purchasing power and wise use of such power.	P/I					
4. Demonstrate an understanding of the importance of personal choice in planning for financial security.		M/S				
5. Demonstrate an understanding of activities which can reduce risk, such as careful planning, insurances and retirement provisions.			S/A			
6. Determine choices of purchases, investments and savings, and substantiate reasons for choices made when presented with a number of long- and short-range opportunities for purchases using a set amount of funds.					S/A	
7. Demonstrate an understanding of the rationale for risk-reducing activities such as budgeting, insurance, purchase of reliable products, etc.					S/A	
8. Demonstrate an understanding of the need for constant revision of consumption patterns throughout the individual's life.					S/A	
9. Demonstrate an understanding of the nature of planning with special emphasis on its future as well as on-going characteristics.					S/A	
10. Determine the costs of safety in terms of dollars and worth in a variety of areas, e. g. investments, products, services, etc.			S/A			
B. Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.						
1. Demonstrate an awareness that people acquire many different articles and services.			P/I			

Competencies	Level of Introduction of Competency: Math	L.A.	SS	Sci	HEc	Bus/Voc
2. Demonstrate an understanding of values by being able to defend their own value decisions and comparing/contrasting them to current societal values.		M				
3. Demonstrate a knowledge about the pressures of peer groups and society on decisions and values by describing their influence in making a decision and/or developing values.		M				
4. Demonstrate an understanding of the difficult choices facing developing nations in using limited resources to raise standard of living.			S/A			
5. Demonstrate an understanding of the need for savings and capital investment in a developing nation.			S/A			
6. Determine how value choices might vary between agrarian and industrial societies and wealthy and poor individuals.			S/A			
C. Recognize the difference between real needs and perceived wants and be able to explain their impact on consumer choices.						
1. Determine basic human needs.			P/I			
2. Determine which goods and services may make life more than just existence.			P/I			
3. Demonstrate an understanding of what children cost their parents.					M	
4. Demonstrate an understanding that if human wants are greater than available resources an individual must establish priorities.			M/S			
5. Demonstrate the ability to plan a budget for expenditures with varied levels of income and substantiate choices.		S				
6. Demonstrate an awareness of restrictions on credit buying imposed by budgetary limitations.					S/A	
D. Identify human and personal values and goals in relation to family, community and society.						
1. Determine their individual consumer values and compare them with those of their peer group.		P/I				
2. Demonstrate an awareness of their values and goals by comparing them with those of their family and community.		P/I				
3. Determine which areas of a budget for the community, state or nation should be supported and which would be reduced/eliminated.			M/S			

Competencies	Level of Introduction of Competency: Math	L.A.	SS	Sci	HEc	Bus/Voc
E. Develop a consumer value system that considers a self-determined quality of life rather than only the quantity of acquisition.						
1. Determine which amenities of living could be modified to ensure a healthier environment for the future.				M/S		
2. Determine the costs and benefits of various approaches to resource use.				M/S		
3. Determine the causes of unsatisfactory performance of consumer products and product obsolescence. Analyze the issues and problems surrounding product obsolescence			M/S			
4. Determine a plan for the expenditure of income to achieve personal satisfaction and defend it as being consistent with an acceptable standard of living.					S/A	
F. Develop a personal consumer value system that depends on a self-determined consideration of beauty, function and conservation.						
1. Determine criteria to be used for deciding about the purchase of: a. clothing; b. bicycles; c. records and record players; d. personal care items; e. transitor radios; f. sporting goods.					M	
2. Demonstrate an understanding of the need to adjust buying habits to meet new problems and responsibilities in adult life.					S	
Decision Making Procedure						
A. Perform mathematical operations necessary for consumer activities.						
1. Demonstrate the ability to recognize numerals.	P					
2. Demonstrate the ability to use ones, tens, hundreds and thousands notations. . . .	P/I					
3. Demonstrate the ability to add and subtract whole numbers.	P/I					
4. Demonstrate the ability to solve monetary problems by using the dollar sign and decimal point correctly.	P/I					
5. Demonstrate the ability to count by ones, twos, fives, tens and twenty-fives to a dollar (100).	P/I					
6. Demonstrate the ability to compute various coin combinations to total a dollar. .	P/I					
7. Demonstrate ability to round off and estimate total cost of goods to be bought. .	M					

Competencies	Level of Introduction of Competency: Math	L.A.	SS	Sci	HEc	Bus/Voc
8. Demonstrate the ability to solve consumer-related mathematical problems by using various types of calculating devices.	M					
9. Demonstrate the ability to solve problems involving rate of interest, profit and loss, taxes, etc.	M/S					
10. Demonstrate the ability to solve problems concerning percentages, loan rates, discounts and profits.	M/S					
11. Determine the cost per unit or volume and identify the least expensive purchase when containers of different sizes at different net prices are available.	M/S					
12. Demonstrate the ability to use statistical data by interpreting selected charts or graphs and preparing a written statement of their content as an aid in purchasing goods and services.	S					
B. Analyze and compare various consumer contracts such as insurance policies, warranties, guarantees, loan and credit agreements, leases and purchase agreements.						
1. Demonstrate an understanding of loans and credit cards by describing how they aid consumers but bind them to later payment.	M/S					
2. Determine the true percentage rate for a loan, given all the information (amount borrowed, length of note, number of payments) concerning the loan.	S					
3. Determine what services are offered consumers by insurance company representatives and State Department of Insurance personnel.						S/A
4. Demonstrate a knowledge of the requirements for establishing and maintaining a good credit rating.						S/A
5. Demonstrate an understanding that insurance policies are consumer contracts to protect individuals and/or property.						S/A
6. Demonstrate an awareness that a guarantee is a consumer contract designed to force replacement of defective articles purchased or to support a claim against an advertiser.						S/A
7. Demonstrate a knowledge about the following legal documents: deeds, leases, purchase contracts, notes, warranties, real estate sales agreements, loan contracts and mortgage agreements.						S/A
8. Demonstrate the ability to read, analyze, summarize and formulate questions about various types of insurance policies (e.g. life, automobile, home and medical).						S/A

Competencies	Level of Introduction of Competency					
	Math	L.A.	SS	Sci	HEc	Bus/Voc
C. Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.						
1. Demonstrate an understanding of the potential hazards found in common household products, toys and appliances.				P/I		
2. Demonstrate an understanding of comparison and decision making techniques by describing how goods are sold by weight, number and size.	I/M					
3. Demonstrate the ability to recognize that color, size, taste, smell, feel, use and other factors influence the purchase of articles.				I/M		
4. Demonstrate ability to read labels and understand their meanings.		I/M				
5. Demonstrate a knowledge of how various scientific disciplines can be used to compare the durability and quality of materials prior to purchase (e.g. durability and safety).				M/S		
6. Determine which appliance, item of clothing or food product should be purchased, basing the decision on a comparison of the quality of different brands of the given items.					M/S	
7. Demonstrate a knowledge of consumer services provided by business, government and private agencies.			SA			
8. Determine the actual value of endorsements such as those by periodical publications like Good Housekeeping magazine, or endorsing agencies like Underwriters' Laboratories.						S/A
D. Demonstrate the ability to plan how present and future income is spent.						
1. Determine the use of specific income by identifying which of several goods or services to purchase.	P/I					
2. Demonstrate an understanding of decision-making processes by participating in role playing and simulation games related to purchasing.					I/M	
3. Demonstrate an understanding of the importance of shopping carefully for goods and services by preparing a list of steps to be followed by the consumer. . . .					I/M	
4. Demonstrate a knowledge of the monetary reward income system, as understood by the student, by explaining income and expenditure as they relate to the home and community.			I/M			
5. Demonstrate the ability to construct a year-long, month-long and week-long budget after identifying their fixed expenses as a young adult with a full-time job living away from home on an imaginary fixed income.					S	

Competencies	Level of Introduction of Competency: Math	L.A.	SS	Sci	HEc	Bus/Voc
6. Demonstrate effective techniques of consumer purchasing by evaluating sales promotional devices aimed at encouraging the purchase of specific items, e.g. food, clothing, appliances, furniture, etc.					S	
7. Demonstrate a knowledge about various forms of credit buying by classifying proposed credit purchases according to the credit plan which would give consumers the most for their money.						S/A
E. Use pertinent information as a basis for evaluating and selecting services, practices and products of various types.						
1. Demonstrate an understanding of the various sources of information available to consumers for making decisions about services, practices and products.			M/S			
2. Demonstrate an understanding of the importance of using product information as an on-going reference leading to the most efficient use of a product.				S		
III. Rights and Responsibilities of the Consumer						
A. Buy, use and maintain equipment/products according to established safety standards.						
1. Demonstrate an understanding of the importance of following directions as a safety precaution.		P/I				
2. Demonstrate an understanding of basic safety practices in the use of simple tools, toys, cleansing materials and medicines.				P/I		
3. Demonstrate an understanding of the term "maintenance" and the role that maintenance plays in the extended life and safe operation of equipment.		P/I				
4. Demonstrate an understanding of safety precautions for pedestrians, bicycles and automobiles.			P/I			
5. Demonstrate an awareness of individual and group responsibility for the care of private and public property.			P/I			
6. Demonstrate an understanding of how the maintenance of tools and goods can save money and resources.						M/S
7. Demonstrate a knowledge of basic safety procedures as they pertain to the consumption of goods and services.						M/S
8. Demonstrate a knowledge of the various organizations which advocate and promote safety in the use of goods and services.			M/S			

Competencies	Level of Introduction of Competency: Math	L.A.	SS	Sci	HEc	Bus/Voc
9. Demonstrate an understanding that costs related to safety factors included in products become the consumer's responsibility.			S			
10. Demonstrate an understanding of safety principles to be considered in purchasing and operating a motor vehicle.						S
11. Demonstrate a knowledge of existing legislation and suggest additional laws directed toward the establishment of safety features and functions to protect consumers.			S			
B. Identify and explain the rights and responsibilities of renters, lessors and owners.						
1. Demonstrate an understanding of "own" and "rent".		P/I				
2. Demonstrate an understanding of the responsibility for property, whether owned or rented.			P/I			
3. Determine the need for the public to be informed about and to monitor government expenditures.			S			
4. Demonstrate a knowledge about home improvement frauds and determine methods for combating such practices.						S/A
5. Demonstrate an understanding of the varieties of housing accomodations which exist and the advantages and disadvantages of each, e.g. houses, trailers, apartments, condominiums, etc.					S/A	
6. Demonstrate an understanding of the concept of liability as it relates to the tenant, lessor-owner and the individual home owner.						S/A
7. Determine the rights and responsibilities of lessor-owners and tenants as they relate to a lease, especially in terms of security deposits, payment procedures and insurances.						S/A
8. Determine the rights and responsibilities of lessors, tenants and homeowners as they relate to local government, e.g. with regard to taxes, zoning and school systems.						S/A
C. Identify and describe the various types of consumer legislation and protection, especially those relevant to women, minorities and certain age groups.						
1. Demonstrate a knowledge of laws and regulations that protect children from unfair or dangerous selling practices.			P/I			
2. Demonstrate an understanding that the most important right and responsibility a consumer has is the ability to deal fairly and to be dealt with fairly. . . .			M/S			

Competencies	Level of Introduction of Competency: Math	L.A.	SS	Sci	HEc	Bus/Voc
3. Demonstrate a knowledge of the costs and benefits to the consumer of the following agencies: a. Interstate Commerce Commission b. Federal Trade Commission c. Securities Exchange Commission d. Food and Drug Administration e. Consumer Protection Agency f. Federal Communication Commission.			S			
4. Demonstrate the ability to recognize government actions that attempt (or have attempted) to create "freedom from want".			S			
5. Demonstrate an understanding of unemployment compensation.			S			
6. Demonstrate the ability to locate and summarize past and current legislative efforts that pertain to the consumer.			S/A			
7. Demonstrate a knowledge of basic laws which govern the consumer protection government movement, such as "Truth-in-Lending", Equal Rights Amendment, Fair Credit, etc.			S/A			
8. Demonstrate a knowledge of the functions of federal agencies which provide consumer protection and information.			S/A			
9. Demonstrate a knowledge of the functions of state agencies providing consumer protection and information.			S/A			
10. Demonstrate a knowledge of the functions of local agencies involved in consumer protection and information.			S/A			
11. Demonstrate an understanding of the relationship between consumer power and desired legislation.			S/A			
12. Demonstrate an understanding of the interrelationship between federal, state and local agencies in their roles as protectors of the consumer.			S/A			
13. Demonstrate an awareness of the variety of consumer education and protection programs available to special groups and how to locate and use them.			S/A			
14. Demonstrate an understanding of the limits of government protection.			S/A			
15. Determine the importance of providing equal educational opportunities to all people.			P/I/ M/S/A			

Competencies	Level of Introduction of Competency: Math	L.A.	SS	Sci	HEc	Bus/Voc
D. Identify agencies and organizations that provide consumers information and protection.						
1. Demonstrate an awareness of agencies and organizations devoted to aiding consumers.			S/A			
2. Demonstrate a knowledge of the costs and benefits of environmental groups that have protected society from abuses.				S/A		
3. Determine the role of the business community and schools in providing information for consumers.						S/A
4. Demonstrate a knowledge of the kinds of resources that offer objective analysis of major consumer goods.				S/A		
5. Demonstrate a knowledge about services that government and nongovernment agencies offer in the field of consumer protection.			S/A			
E. Demonstrate the ability to inquire or complain about products and services and to obtain redress for grievances.						
1. Demonstrate the ability to compose a complaint letter which has clarity and substance.		P/I/M				
2. Demonstrate the use of the telephone directory or other resource to locate proper authorities to whom they would address a complaint.		M				
3. Demonstrate an understanding of the right to inquire or complain about products or services that fall short of advertised claims.			M/S/A			
4. Demonstrate the ability to be precise and polite in registering an oral complaint.		M/S/A				
5. Determine the areas of responsibility of the consumer in the marketplace with regard to such things as shoplifting, mishandling of products and consideration of proper use of goods.					M/S/A	
6. Demonstrate an understanding of the techniques involved in complaining effectively.		M/S/A				
7. Determine what the consumer has a right to expect from manufacturers, sellers and the marketplace.			M/S/A			
8. Demonstrate the ability to recognize common consumer gyps and frauds.			S/A			
I. Role of Consumer in Our Economic System						
A. Demonstrate the use of the monetary system.						
1. Demonstrate an understanding that money represents value.	P/I					

Competencies	Level of Introduction of Competency: Math	L.A.	SS	Sci	HEc	Bus/Voc
B. Make use of banking and other monetary services available to consumers.						
1. Demonstrate an understanding of how money is saved for later use.	P/I					
2. Demonstrate a knowledge of institutions established for saving money and for providing services dealing with money.			P/I			
3. Demonstrate the ability to compute interest.	M					
4. Demonstrate an understanding of the effect that interest has upon the consumer's finances.	M					
5. Demonstrate an understanding of how to open and keep a checking account, including such activities as:						
a. writing checks b. completing deposit slips c. endorsing checks d. reconciling checking accounts.	M/S					
6. Demonstrate an understanding of interest (simple and compound), collateral, usury.	M/S					
7. Demonstrate an awareness of the different types of banking institutions and the services that each offers.			S			
8. Demonstrate an understanding of the function of the Federal Reserve System as it relates to the consumer.			S			
9. Demonstrate an awareness of the types of credit available and an understanding of the cost of each.						S/A
10. Demonstrate a knowledge about personal loans, 30-day notes, demand notes, automobile loans, mortgages, etc.						S/A
C. Describe the advantages and disadvantages of various types of stores and businesses (i.e. department stores, supermarkets, discount stores, retail stores, wholesale outlets, cooperatives).						
1. Demonstrate a knowledge of various types of stores and reasons for shopping in them.			M			
2. Determine the type(s) of purchasing techniques which are best utilized in varied types of stores.			M			
3. Determine the services offered shoppers in each of the listed stores.			M			
4. Demonstrate the ability to compare quality and price of products in the various types of stores listed.					S	

Competencies	Math	L.A.	SS	Sci	HEc	Bus/Voc
D. Describe the interrelationship of supply and demand, production and distribution, and their effects on prices and consumer behavior.						
1. Demonstrate the ability to explain supply and demand, production and distribution in terms of their own experience.			M			
2. Demonstrate an understanding of the industrialization of America, including roles of major leaders, and the results of this economic development.			M/S			
3. Demonstrate a knowledge about the consumer's role in an economy's supply and demand, production and distribution cycle.			S			
4. Demonstrate an understanding of the reasons for price stability in terms of the supply and demand, production and distribution interrelationships.			S			
E. Explain the importance of the profit motive in a free enterprise economy.						
1. Determine the principles of a free enterprise economy and compare it with other types of economic systems.			I/M			
2. Determine how the profit motive has operated in their own experience.			I/M			
3. Demonstrate the ability to identify other types of work incentives.			I/M			
4. Determine the consumer's position in economics which have a different emphasis on the profit motive.			I/M			
5. Demonstrate the awareness of the importance of profit has an incentive which encourages manufacturers, farmers and the like to produce.			M/S			
6. Determine the effect that the profit motive has upon the economy, with particular emphasis upon its effect on individual consumers.			S			
7. Determine the effect of inflationary and deflationary trends upon the profit motive.			S/A			
8. Determine the difference between free competitive markets, monopoly markets, and regulated markets in terms of price, variety, and quality of goods and services.			S/A			
F. Analyze advertising and its influence upon the consumer.						
1. Demonstrate an understanding that many wants are the result of advertising claims.		P/I/M				
2. Demonstrate an understanding of the right to inquire or complain about products or services if they do not fulfill advertised claims.		I/M				
3. Determine the effect that advertising has upon them as consumers.		I/M				
4. Demonstrate an understanding of the influence of advertising and media in appealing to different values.		M				

Competencies	Level of Introduction of Competency: Math	L.A.	SS	Sci	HEc	Bus/Voc
5. Demonstrate an understanding of how advertising and fads produce unnecessary consumption.		M				
6. Determine methods for making judgments about mass media advertising; evaluating orally and in writing various techniques of advertising.		M				
7. Demonstrate a knowledge about techniques employed in advertising and describe their positive and negative effect on consumer behavior.		M				
8. Determine important concepts which govern advertising.		M				
9. Demonstrate an understanding of various types of fraudulent advertising and describe procedures to counteract such practices.		M/S				
10. Demonstrate the ability to identify and appraise various sales promotional devices used by stores/advertisers.		M/S				
11. Demonstrate the ability to identify advertising techniques which influence consumer choices.		M/S				
12. Determine the effects of advertising that create wants in consumers		M/S				
13. Demonstrate an awareness of the importance of each of the following processes in becoming a careful shopper:						
a. read advertisements						
b. ask questions						
c. observe						
d. compare						
e. try out different brands.		M/S				
14. Demonstrate the ability to analyze and evaluate an advertisement in relation to criteria established for good advertising, (e.g. truthful, informative, fair, etc.).		S				
G. Describe the effects of political and economic consumer behavior on the marketplace.						
1. Determine the effects that shoplifting has upon prices.			M			
2. Demonstrate a knowledge about the effect that high tariffs and restrictive trade laws have had upon prices in the past.			M/S			
3. Demonstrate an understanding of the consumer's status in the American economic system.			M/S			
4. Determine the effects of boycott procedures upon the business community; the consumer.			S			

Competencies	Level of Introduction of Competenc					
	Math	L.A.	SS	Sci	HEc	Bus/Vo
5. Determine how credit and other services affect a store's prices.			S			
6. Determine the effect that proposed tariffs or trade laws will have on future trade prices, domestically and internationally.			S			
H. Provide examples of the interdependence of world economics as it influences the consumer.						
1. Determine some examples of special products produced in other parts of the world and explain the need for such products.			I/M			
2. Demonstrate a knowledge of the variability of choice among peoples of the world. .			I/M			
3. Determine the source of a variety of products found in a student's environment. .				M		
4. Demonstrate an understanding of how the shortage of a product in one part of the world can affect the consumer in America.			M/S			
5. Demonstrate a knowledge of the role of world economic organizations in regulation trade and investment, (e.g. World Monetary Fund, Common Market, oil producers, etc.).			S			
6. Demonstrate an awareness of the effects of multinational corporations on world economics and particularly on American economics.			S			

Source:
Pennsylvania Department of Education, Consumer Education Competencies Checklist, January, 1976.

I.

VALUE SYSTEM FOR CONSUMER EDUCATION

PRIMARY/INTERMEDIATE

LEVELS

Title: This or That (Opportunity Cost) (I.B (1))

Grade Level: 2

Generalization: Because income of a household is limited and its wants for goods and services are unlimited, it must choose which of its many wants for consumer goods and services it will satisfy.

Subtopic: Persons should make wise decisions in choosing what goods they buy because whenever they buy a particular good, they must give up some other good (opportunity cost).

Rationale for Activity: In this activity students must decide which items from a given pair they would select. The students should examine the different reasons for selecting an item. Emphasize the opportunity cost (the things they won't be able to do) of a given choice. It is important that as the teacher you don't try to impose your choice on the students. Develop an accepting atmosphere, encourage student/student debate, try to avoid premature closure, and stress that the alternatives should always be examined before making a choice.

Objectives:
1. The students will give reasons for selecting one item over another.
2. Each student will select one item over the other and identify the key reason for his/her selection.
3. The students will be able to name some of the opportunities they have lost by selecting a particular item.

Materials:
1. A method of recording student responses (blackboard, transparency, chart, etc.).
2. Problem situations (see item 1 under Procedure).

Procedure:
1. Present the students with a problem or choice situation. Listed below are several examples:
   - Example A. A man is shipwrecked off an island. Before his boat sinks, he only has time to take one thing with him. What should he take, a gun, fishing pole or his gold watch?
   - Example B. A family wants to get a pet. They can have only one. They live in an apartment house in the city. Which would be a better pet - a cat, a tropical fish or a dog?
   - Example C. A girl has five dollars. She must decide whether to buy a wagon (price is $5,00) that she wants or a pair of earrings for her mother's birthday (price is $5,00). No other choices, please.
   - Example D. An eight-year-old boy lives alone with his father on an isolated island. He wants to buy a toy. Which would be better to buy a kite or a yo-yo?

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2. Have the students list positive reasons for selecting each of the two items.
3. Ask the students to decide which they would select.
4. Ask the students what they have gained by selecting that item and then have them identify what they have lost by selecting that item.
5. Ask the students to think about what they have done.

KITE	YO-YO
* play outside with it * do more things with it: --send messages --experiment with it * you get more exercise	* use it all year * won't get caught in a tree * can learn a lot of tricks

Review some of their reasons for their selections and some of the opportunities they considered. Ask them to make some general statements about their values.

We value things that will last.

We value playing outside more than inside.

There isn't much you can do with a kite.

It is good to experiment with things.

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Title: A Purchase for Our School (I.D (2))

Grade Level: 2

Generalization: Because household income is limited, households must choose how much of their income they will use to purchase goods and services privately and how much they will use to purchase collectively through government.

Subtopic: Because of limited income, choices must be made about what and how much of each good or service the government will supply.

Rationale for Activity: This activity uses role-playing to demonstrate that different people have different reasons for wanting to spend tax dollars to purchase different items. The activity provides an opportunity to put yourself in another's shoes, to identify with another's point of view.

Objectives:

1. Students will give reasons for wanting to spend tax money to buy a certain item.
2. Students will identify how other people feel.
3. Students will make general statements about their behavior.

Materials:

1. A chart or blackboard to list student responses.
2. Hats or other devices for role-playing (i.e., cut-out faces, name tags to hang around the neck, etc.)

Procedure:

1. Ask the students to name items they think the city should purchase.
2. Have them list several different items.
3. Ask the students to pick the one they think an older man would want the city to buy. Describe the man as a grandfather with 10 grandchildren living in the city. The old man likes to read books but can't afford to buy them. The old man does not like motorcycles and loud cars. He wants a way to get to downtown to shop. He also doesn't like kids playing in the street in front of his house. Ask a student to pretend he's the old man and he's trying to convince you (the mayor) to buy the item he thinks is best for the city in the list. The student may want to put on an old hat or wear the "Old Man Name Tag."
4. Have several students play the part of the old man.
5. Have the class analyze the role-playing and give some general comments about the old man's behavior. Note: It is important not to evaluate the student's acting but to analyze the character portrayed. This is not a performance but an inquiry into behavior.

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Some general comments might include:

* The Old Man didn't think the kids should play in the street.
* The Old Man wanted to have the mayor listen to his feelings.
* The Old Man thought he had rights, too.
* What services might the city provide for the Old Man?

List services on the board.

6. Role-play and analyze other characters:
Have students compare and contrast the kinds of services different people want from the city. For each character list services wanted on the blackboard. Have the class decide what two services are most important for the city to provide. Have them explain why the city does not provide all the services different people want.
   * A young woman is a "rookie" police officer in the city. She is very concerned about safety and wants the kids to have a safe place to play. She also doesn't want kids riding bikes on the sidewalks on their way downtown or to school.
   * A father of three children works hard but doesn't earn much money. His family lives in a run-down apartment. They are very poor. He wants his kids to get a good education. He wants them all to go to college. He is also concerned about the dangerous conditions in his part of town.

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Title: One - String Rule (Unlimited Wants) (I.C (1))

Grade Level: 3

Generalization: Because income of a household is limited and its wants for goods and services are unlimited, it must choose which of its many wants for consumer goods and services it will satisfy.

Subtopic: People's wants for goods and services seem to be never-ending.

Rationale for Activity: This is a classification activity designed to stretch the students' conceptual understanding of wants as related to specific areas (i.e., health, music, entertainment, etc.) The activity reinforces the idea that a variety of items can be used to satisfy a given want and that both goods and services satisfy wants.

Objectives:

1. The students will be able to list specific items that will fulfill a general want (for example, a rose bush, a shrub, or a lawnmower could be used to fulfill the want for an attractive yard).

2. The students will be able to select from a list of general wants one which fits a set of specific items.

Materials:

1. Materials needed to list a series of general wants (i.e., chalk board, butcher paper, etc.).

2. Space to play the One - String Rule.

Procedure:

1. Have the students generate a list of specific items (5 to 10) for each of the general wants presented, The list of general wants might include: good health, entertainment, food, recreation, education, and safety.

2. Draw the One - String configuration on the board (transparency). See next page.

3. The idea of the game is for the students to figure out what rule you have for the One String. Items which fit the rule go inside the string. Items which do not fit the rule go outside. It is a good idea to place at least one or two items inside and outside the string at the beginning of the game. This gives the students some data to go on and avoids having merely a guessing game. In introducing the activity, you might use the two general categories -goods and services.

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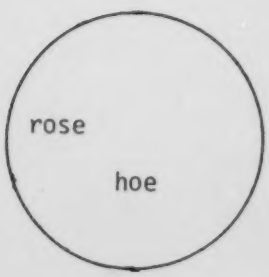
4. The students name other items (the words can come from the lists generated in Item 1 but the students should not be restricted to these words). They name the words to test their theories as to what the rule could be.

5. When someone thinks he/she knows the rule, he or she stands. Students are given one more chance to test their theory at this time. They do this by naming another item. After seeing if it fits the rule or not, they can either pass or guess the rule. If they guess the rule they win; if they are wrong they lose and are out of the game.

6. Winners can then come up and pick the next rule and the game is played again.

ONE - STRING RULE



ice cream

football

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Title: What's Your Opportunity Cost? (I,A (1))

Grade Level: Primary/Intermediate

Materials: Blackboard, chalk, paper and pencil

Procedure:

1. Teacher writes on the board in chartform a list of items that can be purchased with $5.00, i.e. ice cream cones for three weeks, record album, movie tickets for you and your friend, part of the cost of a 10-speed bike.
2. Ask the children to come up to the board and write their name under the item that describes what they would do if they had $5.00.
3. On a piece of paper they write down three other things they would like to have if they had more money.
4. Tell the children that these last three items are the "opportunity cost" of their first choice. "Opportunity cost" is what you have to give up in order to get your first choice.

Follow Up: Discuss what choices they have made recently and what were the opportunity costs of these choices.

Variation: Younger children can draw pictures of their first choice and the opportunity costs.

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Title: Shopping (I.C.(2))

Grade Level: Primary/Intermediate

Materials: Paper, pencil

Procedure: Each child has a make-believe $15.00 to spend. Walk around a store and list things (and prices) that you would like to buy. Separate the list into Wants and Needs. Discuss the differences in children's lists. Stress the differences in wants and needs.

.....Do this for a grocery store or
butcher shop or
card store or
gift store or
camera store or
department store or
supermarket

Variations: Use a catalog or newspaper ads to make lists.

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Title: Baker's Dozen (I.D.(1))

Grade Level: Primary/Intermediate

Purpose: The setting of priorities is a necessary component of value clarification. This activity addresses itself to this issue.

Procedure:

(1) List thirteen (baker's dozen) of your favorite items in your home which require electricity to operate.

(2) Assume that there were a decree which said you had to use less electricity. Draw a line through the three items which you could really do without. Now circle the three items which really mean the most to you and which you would hold on to until the end. Look back over your list of decisions and consider:

Why did you decide to do without the three items which you chose? Why did you want to keep the other three?

What kinds of things which you own are desirable but not necessary? Are they important? Are they needs or wants?

What other possessions do you enjoy? Which ones would you give up if you had to?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

Reprinted with permission from Consumer Education; Guide for Survival Skills, II, Office of Home Economics, Division of Vocational Education, Baltimore City Public Schools, 1979.

Title: Planning Your Spending (Game) (I.D(1))

Grade Level: Intermediate

Introduction to teacher

This game is a card sort consisting of thirty statements on planning your spending. The game may be used as both a pre-test and a post-test. When using it as a pre-test, explain that the purpose of the game is to let students help you plan lessons on planned spending by telling you whether they agree or disagree with each statement. If you plan to use the game as a post-test, too, tell students that they will play the game to see if they have changed their minds about any of the statements. Be sure to discuss the game with students after playing it.

Constructing the cards

Divide construction paper into fourths or use colored ditto paper, using several colors. Print or type one statement (included) on each colored card about 4" x 6" or on dittos (4 statements per ditto) to be run on colored paper. On three cards print the words, "I agree," "I don't know," and "I disagree." Draw a representative caricature (included) to go with each choice. On another card draw an owl saying, "Whoo," and provide a line for students to sign their names.

Sort the cards into piles so that the cards in each pile are in the same order. Provide one stack of cards (statements, choice cards, and name card) for each participant. Read the following directions or give participants a copy of the directions.

Participant Instructions - Getting ready to play

Step 1. Take the rubber band off and remove the three paper clips from the card with the owl on it. Write your name on the line.

Step 2. Remove the next three cards from the stack. Place the cards on the table in front of you in a row in the order--"I agree," "I don't know," and "I disagree."

Playing the game

Now we are ready to play. Each of the colored cards left in the stack has a sentence on it. To play the game, place each card below one of the three cards on the table. If you agree with the sentence, put the card below the "I agree" card. If you disagree, put the card below the "I disagree" card. If you don't know whether you agree or disagree, put the card below the "I don't know" card. Try not to put very many cards in the "I don't know" stack.

I (your teacher) will read each sentence twice. Decide whether you agree or disagree with the sentence or don't know and put the card in the correct stack. After the game we will talk about our ideas. Are you ready? (I will read each card slowly while you place the cards in the three stacks.)

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After the game

(If used as post-test: Did you change your mind about any of the statements? Which ones? Why did you answer them differently?) Now keeping your cards in order, place the "I agree," "I disagree," and "I don't know" cards on top of the stacks. Paper clip each stack together, put the card with the owl on top and put the rubber band around all three stacks. Leave the cards on your desk as you leave (Or take them up).

CARD SORT STATEMENTS

Group 1

Families who decide together how they will spend their money have fewer fights over spending than families where each member buys things he/she wants until the money is gone.

When you use a plan for spending your money, you must count every penny and write down every cent.

Trying to plan how to use your money will cause your family to get into more fights about money.

Having a plan for spending your money will take all the fun out of buying things.

Even after you learn how to make and use a plan for spending money, it takes too much time and patience to do it.

Making and following a plan for spending your money will help your family to get more of the things they want, such as a TV, a washing machine, or a new place to live.

Your family must know what it wants, such as a new washing machine, before you can decide how to spend your money.

Your family is more likely to get the things you want (such as a TV) and the things you need (such as food and clothing) if you work together to decide how to spend your money.

Children should <u>not</u> be included in deciding how your family's money will be spent.

To make your money spending plan work, you must know how much your family spends each month on things like food, clothing, and rent.

Writing down how much you spend and how much you earn for each month is one step in deciding how you will spend your money.

Group 2

Since all families must have food, clothing, and a place to live, the same plan for spending money should work for most families.

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To get a good plan for spending money for your family, cut one out of the newspaper or a magazine.

A good plan for spending your money is made to fit your family's needs for food, clothing, housing, and other things.

The easiest way to learn how your family is spending its money is to write down how much you spend for different things for a month.

Your family will probably get the things it wants even if you don't plan your spending.

You are more likely to get the things you want if you plan how you will spend your money and then follow your plan.

There are several good ways to keep a record of how you spend your money.

One way to keep up with how you are spending your money is to divide your pay into envelopes for different purposes such as food, clothing, and medical.

Group 3

Keeping all your important papers together in one place in family business center makes them easier to find when you need them.

There is no reason to keep your important papers all together in one place.

Once the month is over, your spending records should be thrown away.

Last months records of what your family earned and what your family spent can help you plan how to spend your money next month.

Planning your spending will make it easier to say "no" to something you see in the store that you do not really need.

Shopping habits like using a shopping list or using credit carefully help to make your plan for spending your money work.

Skill in shopping such as comparing prices and shopping around before you buy can help you get the things you want and need for less money.

Group 4

You and your family should decide together the things your family needs, such as rent, and things they want, such as going to a movie.

When you decide to buy something, there is no reason to tell anyone else in your family.

Your family will need to change its plan for spending money as your family changes--like when you have a new child or get a raise, or a child gets married and leaves home.

Once your family plans how to spend its money in a way that works well, you should never change your plan.

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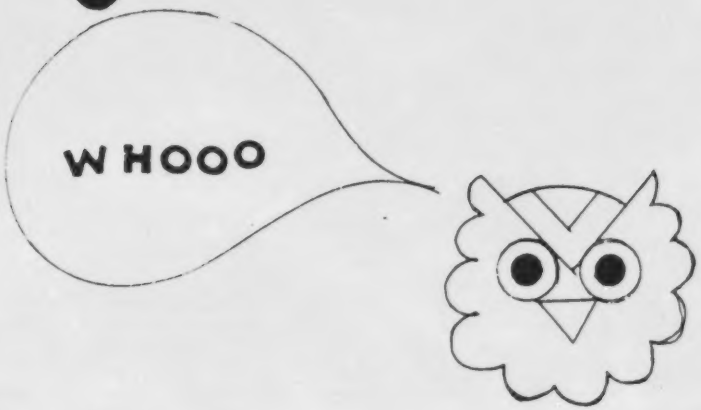

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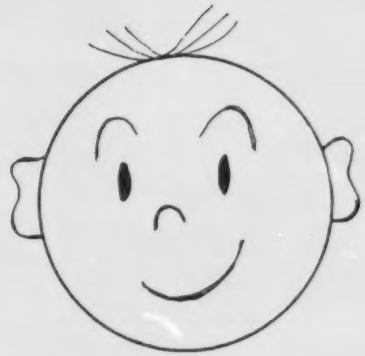

I agree

I don't know

63

I disagree

64

MIDDLE LEVEL

Title: Energy Conservation Is Everybody's Job (I.E(2)

Grade Level: Middle

A dialogue for two people for use with the energy house - by Mary Deming

LEADER: Energy - energy - energy. Everybody's takling about energy - and about there being a shortage of places to get energy - and about fossil fuels running out -

STUDENT: Fossil fuels - fossil fuels! Do any of you know what fossil fuels are?

(Accept answers of coal, oil, natural gas)

And we know the fossil fuels were formed millions of years ago by decaying plants and animals, like dinosaurs. And when they are used up, there won't be any more of them.

LEADER: But we know there are other places we can obtain energy - like from the sun and where else? (Accept answers of wind, water, nuclear reactions, geothermal) But what's the trouble? If we have all these energy sources, why isn't there enough to go around?

STUDENT: Well, I guess it's because the population of the world is growing so fast and we're using these fossil fuels so fast, especially in the United States. And we've just started to find out how to use the sun's energy and the wind and water power for many.

LEADER: So what we need to do is learn to conserve the energy we have until our scientists can find out how to use the sun and wind and other sources of energy that don't get burned up when they are used.

STUDENT: Conserve, conserve! I know what that means - to save and to use wisely.

LEADER: If we want enough energy for heat and light and to move all our machines we really do need to conserve.

STUDENT: And that's why we're here.

LEADER: Even without changing our lives very much at all, we could save about

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1/3 of the energy we use on the road and in our homes, schools, factories, stores and offices.

STUDENT: Let's show the girls and boys our energy house. We can do many of the energy saving practices we're going to talk about. Our parents can do many of them, too.

LEADER: If we acquire the habit of doing little things every day to conserve energy, it will be just as easy for us to save energy as it has in the past to waste evergy. Many common sense ideas we avoid doing, because in America, we take everything for granted. We are the "land of plenty" - or are we . . . .

STUDENT: Let's look at the insulation in our house. If the house didn't have insulation put in when it was built, we can add it.

LEADER: And save up to 15% of our heating bills.

STUDENT: First of all, look at the insulation[1] above the ceiling - in the attic floor. This insulation will keep the heat from escaping through the roof and it will help keep the cold from coming down into the house. Have your families put insulation in your attics?

LEADER: And we need insulation[2] in the outside walls of the house. See this insulation between the outside wall of the house and the wall board on the inside of the house. And also notice there are no windows on the back wall of the house. Why? And what direction would this wall be facing? (north side - cold side - less sunshine to warm the house)

STUDENT: Do I see just one layer of window in the house? That's not enough, is it?

LEADER: Let's add a storm window[3] to the outside of the window to help keep the cold out and the heat in. We'll do the same to our door - add a storm door[4]. And there are other ways of keeping the cold air outside from blowing in around spaces and cracks at the edges of the windows, doors and where the house sits on the foundation of stone, brick or cement.

STUDENT: You mean a caulking[5] gun. Caulking is like putty or clay - you can fill

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in little air spaces with it. Or you can use weatherstripping.[6]

LEADER: And we can add yet another layer to our windows. Maybe some of you have done this in your homes. You've bought some clear plastic,[7] cut it a little larger than the window and tacked it down for further insulation.

STUDENT: I want the boys and girls to see our door snake.[8] This will keep the winter winds from blowing under the door and making their houses cold and making the furnace run more than it needs to and use more expensive fuel. Here's the snake. It's easy to make one. Just cut a strip of heavy cloth the length of the outside door and about 6 inches in width. Sew it up the side and across one end. Turn it right side out. Fill it with clean sand and sew up the other end.

LEADER: Hold your hand over your electric switch plates. Do you feel cold air? If so, you can cut pieces of plastic foam[9] to fit inside under the plate. Please, though, let your parents take care of this - after they've turned off the electricity. These are all good ways of insulating our homes to help save energy. But now I know there are many habits we can start every day in homes and schools that will save.

STUDENT: I know one! If there are rooms in our house that we don't use, we can close the doors to those rooms. And sometimes, we can turn off the heat in those rooms.

LEADER: Good one! And another one that will use much less energy - lower our thermostats![10] To 68 or 65 in the daytime - and even lower at night -to 55 perhaps. People find they are healthier when they sleep in cooler room and their nasal passages don't get so dried out so much - so they have fewer colds.

STUDENT: It is much less expensive and uses less energy to stay warm at night by using more blankets or an electric blanket.[11] That way, we're heating the bed and the rest of the house doesn't have to be heated as high as in the daytime when we're up.

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LEADER: What about your clothes? Do they make a difference? Who can tell me about clothes that make you warm? (accept answers from students) Remember that clothes that are loose and not too tight fitting will keep more of your body heat in; except that your clothing should fit snugly at the neck and wrists and ankles.

STUDENT: You mean like a turtle neck 12 sweater?

LEADER: Did you know you can lower your thermostat by 3.7 degrees by wearing a longsleeved sweater and still be as warm as if you wore a 13 short sleeved shirt like this one?

STUDENT: Layers of clothes keep you warm. 14 Thermal underwear is especially good for the underneath layer, because the little air spaces in it help trap your body heat. Many boys and girls - and their younger brothers and sisters - and their Moms and Dads - and their grandparents - wear thermal underwear to keep warm inside and outside the house.

LEADER: Natural fibers, like cotton and wool, are usually warmer than man-made fibers.

STUDENT: If girls wear pants instead of skirts in cold weather, they could lower the thermostat 1.5 degrees and still be as warm.

LEADER: I know another way clothing helps to keep you warm - thick soles on shoes or a pair of boots - and a 15 hat help to keep the heat from escaping from your body.

STUDENT: How about this? Clothes need to be both clean and dry to keep you warm. And we all know that exercise keeps us warm.

LEADER: Let's go back to our house. Curtains or 16 draperies at our windows will help keep the heat in and the cold out. But, when the sun is shining on the windows, open the curtains. Close them when it's dark or rainy. 17 Linings can be added to draperies to help keep the heat in and the cold out.

STUDENT: I know something about furniture. You shouldn't let it block the heat vents and registers. And also couches and chairs where you sit should not be near the outside wall of the house, which is colder than the inside

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walls.

LEADER: Many people now heat all or parts of their homes with 18 fireplaces or some type of wood-burning stove. Wood can be renewed. Right? How? (accept answers - tree planting) Remember the fossil fuels we talked about? Oil, coal and natural gas? They were formed millions of years ago by decaying plant and animal life. And they can not be used again. Once they are used, they are gone. Would you think you might start a habit of planting a tree every spring?

STUDENT: When we are not using the fireplace, we need to close the damper in the chimney or use a 19 fireplace covering, so that heat from the house does not escape up the chimney and cold drafts do not come down the chimney into the house.

LEADER: A job for the experts - is furnace cleaning. Also our parents need to replace furnace filters when they become dirty, so heat will pass through them easily.

STUDENT: Next to heating and cooling our homes, heating hot water is the biggest expense. What are some ways we can use less hot water in our homes? (accept answers from students)

LEADER: Turning down the thermostat on the 20 hot water heater, so it is no hotter than we need. Use less water when taking a shower or bath. Use an 21 aqua filter on our shower head, so that less hot water comes out. Turn off faucets completely - so water doesn't drip. Maybe the faucet needs a new washer. 22 Insulate the hot water heater. It's like wrapping it in a blanket, so heat stays in the tank. Electricity is a great servant in our homes. But we can get in the habit of using it wisely and still be just as happy.

STUDENT: Do you turn off lights you are not using? Do you turn on only the lights you are using? Do you help keep light bulbs and globes and shades clean?

LEADER: Did you know you can get more light for the same amount of money and energy

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spent by using flourescent bulbs (23) instead of incandescent bulbs (24)?

STUDENT: How about TV? Do you turn it off when you're not watching it? Do you listen to radio and stereo instead of TV? They take less electricity. And playing with your friends - or reading a good book use no electricity!

LEADER: You could learn to count kilowatts used in your home.

STUDENT: Kilowatts - you mean the term used to measure electricity?

LEADER: Right. You can read the meter. (26) Just the way the light meter reader person does. Take the reading one day and subtract it from the reading the next day or the next week.

STUDENT: There are many ways of saving energy with the family laundry. First of all, use the washer (27) only for full loads. For instance, don't tell your Mom or Dad, or whoever does the wash, an hour before you need clean gym shorts. Do you do that?

LEADER: Using cold water, and a specially made cold water detergent (28) to get the clothes clean will save hot water. And did you know that a dryer run by gas costs less to run than a dryer run by electricity?

STUDENT: I know one that costs nothing to run - a solar-powered clothes dryer! Does anyone have one of those at home? (accept answers) Know what it is? (Hold up a clothes line (29) with socks pinned to it).

LEADER: Let's think about ways we can conserve energy in preparing food. When possible, use small appliances instead of heating up the gas or electric range. (30) (Show poster of micro-wave oven, pressure cooker, elec. fry pan, crock pot, toaster oven).

STUDENT: Don't keep opening the oven (31) door to peek in. Cook 3 or 4 things in the oven at once .

LEADER: You can turn off electric burners before the food is cooked, because it still cooks for several minutes after being turned off.

STUDENT: And please, cover your pots (32) to keep the heat from escaping.

LEADER: Are you like some girls and boys I know - with the refrigerator? (33) You

open the refrigerator door first and then you think afterward what you're going to look for? THINK FIRST! And check the refrigerator door gaskets. They should be replaced if they are so loose that a paper[34] put between them and the side of the refrigerator slips out easily.

STUDENT: And if you have a freezer, it should be kept full of food most of the time. The food holds the cold.

LEADER: How about your family car[35] or cars? They are really the gas guzzlers. Do you and your friends car pool? What does car pooling mean?

STUDENT: Do you walk[36] or go on your bike[37] - if it's close enough - instead of asking your parents to drive you? If you're a walker, do you walk to school even on a cold or rainy day? Do you remind Mom or Dad to slow down if they're going over 55mph[38]?

LEADER: If you remember - and DO something - about many of these energy conservation measures we have shown you today, you will be doing a big part in helping to get us through the next few years of high energy costs and low energy supplies. Energy Conservation is everybody's job!

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Title: A Slice Of The Pie (I.A(4))

Grade Level: Middle /Secondary

Materials: None

Procedure: Teacher asks students to draw a circle on a piece of paper. Students should write down the average amount of money they have to spend each month. Given the following areas, students should divide their pie into slices which represent the approximate amount of money they spend on that item per month.

Evaluation: Once pie has been "sliced" ask students the following questions:

1. Are you pleased with the sizes of each piece of your pie"
2 Draw your ideal pie. How does this differ from your realistic pie?
3. Do you want to change the slices of your pie? Can you do this realistically?

TOPIC SLICES

1. Food
2. Clothing
3. Transportation
4. Entertainment
5. Miscellaneous
6. Savings

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Title:	Classroom Lottery (I.A(4))
Grade Level:	Middle/Secondary
Materials:	Large box, labeled Lottery, 25 slips of paper
Procedure:	Have teacher write differing amounts of money on each slip (ranging from $100. - $5,000.). Deposit in box. Ask each student to draw a slip of paper from the box. Each student will then write down some items they think they could purchase or some investments they could make with that amount of money. Once list has been completed, ask students to rank items in order of importance.
Evaluation:	Have students discuss the items they have chosen. Are there any similarities in the class? What do these choices say about the values of each student (have students answer this question either about themselves and/or others in the class). How do the different sums of money affect student's choices?
Variation:	Along with the money slip, have each student draw a disaster/bonus slip (you need braces - pay $400 or you get a $50 raise). How does this affect the items the student will purchase?

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Title: Unfinished Stories (I.C(4))

Grade Level: Middle /Secondary

The Kings

Mr. and Mrs. King and their five children live in an apartment complex. The children are 5, 7, 10, 12, and 15 years of age. Mrs. King does the laundry at the laundromat because they do not own a washing machine. The laundromat is a mile from their apartment and the only time she can have the car to do the laundry is after Mr. King gets home from work at 6:00 p.m. She needs to be home with the children in the evening because Mr. King is too tired to look after them, so the family has decided to save money for a down payment on a washing machine. They now have $75.00 saved and plan to start looking for washing machines. Yesterday, however, Jim, age 12, asked for a new baseball and bat which cost $22.00 for the neighborhood group he plays with. Julie, age 15, saw a skirt and sweater for $25.00 in the store window that she wanted. The only extra money the family has this month is the $75.00 saved for the washing machine. What should they do?

The Gregorys

Mr. and Mrs. Gregory have three children, ages 10, 13, and 15. The family has talked about getting a new TV set since the one they have does not work very well. The entire family likes to watch TV and Mr. Gregory and Dave, his 13 year old son, especially like the sports events. Connie, the 15 year old, has decided she wants a wig and has asked for the money. Bruce, the 10 year old, is supposed to have tennis shoes for his gym class. He also has asked his parents for a new bicycle. The school nurse has said Dave needs glasses as he has trouble seeing the blackboard. After figuring their essential expenses for the month (food, rent, etc.), The Gregorys have $20.00 left. What should they do with it? In what order might the above items be purchased?

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Title: My Purchase (I.F(1))

Grade Level: Middle/Secondary

Materials: Paper, pencils

Procedure: Have students write a list of the last ten purchases they have made. Next to each item, they should write W for a Want, N for a Need.

Working in small groups, have students discuss:

1. What made them buy the product?
2. What impact the product had on the economy?
3. What impact the product had on the environment?

Have each group draw conclusions about ways in which they might be wiser consumers in the future.

Share conclusions with class.

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SECONDARY/ADULT

LEVELS

Title:	Sharing the Cost of Risk (I.A (7))
Time Required:	Two class periods of 45-50 minutes each with time between for collection of information from insurance agents.
Grade Level:	9 - 12
Major Concepts:	Scarcity and choice Opportunity cost and trade-offs Economic goals of freedom and security
Related Concepts:	Risk Cost - benefits analysis
Instructional Objectives:	Students will * Describe the financial risks involved in owning property and how the amount of these risks can be cut (or minimized); * Evaluate the costs of purchasing full protection against large risks; * Describe how to choose an appropriate amount of protection.
Rationale for the Activity:	The essence of insurance is sharing or spreading the costs of risk. We know that fire will burn some homes to the ground but we do not know which ones will catch fire. This uncertainty gives rise to a desire for insurance protection. Most students are well aware that insurance is a way to "buy" some security against the prospect of large losses due to unforseen future events. This lesson will enable students to view insurance coverage as a complex consumer purchase which requires the same systematic decision-making process as any other major purchase. It also links consumers, owners of business, and government officials because all three groups must consider how much and what kind of insurance they need and how much they can afford.
Materials:	One copy of handouts 1 and 2 for each student.
Procedure:	1. Introduce the purpose of insurance (to share the costs of protecting against risk). Ask the students if they can give examples of the use of insurance by their families (health, life, damage to home from fire or natural disasters, personal liability, auto, servicing of TV, or any other types of insurance). 2. Distribute the case study (Handout 1) and have students read it.

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3. Provide each student with a copy of the questions that accompany the homeowner's insurance case study (Handout 2). Divide the students into groups and assign each group to investigate the insurance available for the Sloan property described in the case study. Students should make an appointment with a local insurance agent and ask the agent to give them enough information to answer the questions. Try to have each student group approach a different insurance agent. This will enable the class to obtain some comparative data. If your town is very small, you may wish to have one or two agents visit your class, give a short talk, and answer questions.

4. Once the data is collected, review the information in class. Discussion can be focused by using the following questions:

   a. Did all agents recommend the same coverage? Why or why not?
   b. What kinds of homeowner risk were not insurable at any price?
   c. What options were available under the various coverages? For example, agencies may have recommended fire insurance for the full $40,000 or for various percentages of the value.
   d. How did the insurance agents deal with the problem of inflation? If the Sloans purchase insurance for the full present value of their house, will that coverage be sufficient 10 years later?
   e. How can the Sloans determine the right amount of homeowner's insurance for them to buy?
   f. If the Sloans lived in an apartment, would they need to consider various forms of homeowner's insurance? Explain your answer.

5. Conclude the lesson by helping students realize that homeowners are not the only people who incur risks and must find methods of sharing the costs of those risks. Businesses and public agencies must also engage in cost-benefit analysis when buying insutance. Questions such as the following should help focus discussion:

   a. The case study illustrated the need to insure a private home. Can the students think of other examples of needs for fire or natural disaster protection? (Examples: a factory, a retail store, a museum, a school.)
   b. Would an art museum be able to insure against fire for the full amount of all buildings and contents? (Probably not. The cost of insuring all the art contained within the building for its full value--if full value could be determined at all--might well be prohibitive. The museum would need to

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evaluate whether the cost of additional insurance would exceed possible benefits.)

c. Would a retail store or factory have to perform the same cost-benefit assessment? (Yes, because the value of the contents would fluctuate depending on the value of the raw materials and products in the building at a particular time.)

6. Have students write thank you messages to those persons who have given them assistance.
7. Optional Assignment: Tell students to assume that some homeowners in their neighborhood want to form an insurance cooperative. People proposing the cooperative idea believe it would greatly reduce the cost of insurance since no insurance company or agents would have to be paid. Have students examine this proposal using the following questions as a guide:
   a. How would the cooperative determine the amount of money each homeowner should contribute as his/her share?
   b. Should the members of the cooperative collect the contributions to this insurance fund at the beginning, or should they wait until somebody files for a payment and then collect each contribution?
   c. How would the cooperative handle administrative details, collect contributions, process payment requests, assess damages, investigate claims, and invest funds collected but not yet paid out?
   d. What kinds of risks would an insurance cooperative be unwilling to insure?
   e. Would an insurance cooperative eliminate the need for buyers to make choices concerning insurance coverage? Explain your answer.

Evaluation:

1. Assess quality of student data collected from insurance agent.
2. Assess quality of student participation in class discussion.

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HANDOUT 1

CASE STUDY: HOMEOWNER'S INSURANCE

The Sloans, a young couple with no children, recently purchased a 35-year-old brick-front house valued at $40,000. The house is situated on a small lot. It contains two bedrooms, one bath, a kitchen, a basement, a sitting room, an unheated porch, and an attached garage.

The house is located in an older neighborhood. Most houses in the neighborhood are in good repair, but a few show some signs of decline. Several years ago, a tornado-like wind ripped shingles off the roof. Within a few years the Sloans think the whole roof will need repair.

The Sloans are not wealthy, but they do own some excellent antique furniture. The furniture, some of which is over 100 years old, has been passed down through the Sloan family from one generation to the next. A local furniture dealer estimated that the antiques are worth about $5,000. Their other furniture, their clothing, and various appliances are valued at about $10,000. Mrs. Sloan owns a diamond wedding ring worth $1,000 but has no other valuable jewelry.

Mr. and Mrs. Sloan have a combined income of $25,000 per year. They have no savings account because they used their savings for the down payment on the house. The mortgage on the house is $30,000.

Now that the Sloans have made this major investment, they want to purchase protection against some of the risks they face as homeowners. What kinds and amounts of insurance protection should the Sloans purchase?

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HANDOUT 2

QUESTIONS ON THE HOMEOWNER'S INSURANCE CASE STUDY

1. As homeowners, what kinds of risks should the Sloans consider insuring against?

2. If the Sloans lived in your town or city could they get insurance coverage for all the kinds of homeowners risks described above? Why or why not?

3. If the Sloans had enough money to buy all the homeowners' insurance the insurance agent thinks they "need," how much would it cost each year?

4. If the Sloans told you they only had enough income to pay for half the coverage they "need," how would you advise them to cut costs?

5. Should the Sloans be allowed to have no homeowners' insurance coverage at all? Explain your answer.

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Teacher Answer Sheet for Handout 2

1. The list of insurable risks may include all the property losses which could occur because of fire, theft, wind storm, flood, civil disorder (riots), etc. It will also include liability for personal injury for property-related accidents, e.g., if a visitor fell on the Sloans' staircase and was injured, if the furnace blew up, or if a stranger slipped on the ice and broke a leg on the Sloans' sidewalk, etc.

2. Some companies will not write insurance coverage for floods, earthquakes, or street riots. Others will do so but only at very high premiums.

3. Have students get good estimates from an insurance agent. To get an estimate have the agent assume that the Sloans are real people living in your town or city and that they say they are willing to pay for all the insurance they "need," as defined by the agent.

4. Answers will depend on how individuals (the Sloans) value different degrees of security. Risking the loss of the antiques may not be as important to the Sloans as risking the loss of the house itself. They will judge which expenditure pattern for insurance gives them the most security for each dollar spent. The Sloans will trade off some protection to obtain lower insurance costs.

5. Answers will vary. The discussion should lead students to examine the implications of compulsory insurance for items like automobiles.

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Title: Buying with Consumer Credit (I.C(5))

Time Required: Two class periods with time between for students to collect data

Grade Level: 9 - 12

Major Concepts:
Scarcity and choice
Government regulation
Price of credit
Saving
Rates of interest

Related Concepts:
Opportunity costs and trade - offs
Freedom

Instructional Objectives:

Students will

* List steps necessary to do effective comparison shopping;
* Know when comparison shopping should be done;
* Describe the information available to the consumer in a credit contract;
* Compare available sources of credit on the basis of information in the disclosure statement.

Rationale for the Activity:

The use of consumer credit is increasing and there are a variety of government regulations that assist consumers. However, if the consumer does not know how to use these aids, they are largely ineffective.

Materials:

1. A copy of an ad for each student (to be supplied by teacher or to be clipped from magazines or newspaper by students).
2. A copy of handouts 1 and 2 for each student.

Procedure:

1. Distribute an ad for an expensive item that students would be interested in buying (e.g., a stereo set, a CB radio, ski equipment) or have students bring in an ad for an item they want but for which they do not have the money.
2. Ask students to assume that they are old enough to buy the item on credit and explain that they are going to "shop" for credit in order to buy the item.
3. Give students a copy of Handout 1. Discuss the information available on credit contracts, using the sample disclosure statement. Review the advantages to the consumer of having this information.
4. Distribute copies of Handout 2. The assignment is to obtain the information sought on the form through visits to three different types of credit suppliers: banks, credit companies, retail stores.

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Ask students to collect samples of written materials from each supplier of credit. These will be used for class discussion.

5. Once students have completed their interviews, conduct class or small group discussions using the following questions as a guide:
   a. Was the information obtained adequate to decide where to obtain credit?
   b. Is there any information that would be helpful but that the supplier of credit isn't now required to give?
   c. Does it pay to shop for credit? Look at the costs in terms of required time for comparison shopping for credit against the benefits of lower interest charges for credit. Would the benefits outweigh the costs if the item to be bought could be financed at a low interest rate?
   d. How is freedom to choose made easier through the existing credit regulations?
   e. Do consumers really use the credit information to which they are entitled? Why or why not? Do they understand the information or does it merely become another form to sign?
   f. What are the opportunity costs of tying up future income in credit payments?
      (1) Future uses of the money if it were not used for repayments.
      (2) Interest that could be obtained from saving the future income.
   g. Why would someone buy on credit instead of saving for the item?
      (1) In order to have the immediate use of it.
      (2) If inflation continues, the loan would be repaid with cheaper money.
   h. Why do suppliers of credit give out the credit information they do? What prompted the regulations that require retailers and others to disclose more about the cost and terms of the credit they supply to consumers? What do these regulations cost the consumer?
   i. What variations in the costs of credit did you find from your interviews? Why do these differences exist?
   j. Is there one "best" type of credit supplier for people who want to borrow for consumer purchases? How does a person determine the "best" source for credit?

Evaluation:

1. Assess the quality of data students collect for handout 2.
2. Assess student responses to questions posed during class discussion.

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Handout 1

ACCOUNT NUMBER				

SEARS, ROEBUCK AND CO.

DISCLOSURE STATEMENT

Sales Check No. _____ Date _____ 19____

☐ Easy Payment Plan

☐ Modernizing Credit Plan

DESCRIPTION OF MERCHANDISE

OFFICE USE ONLY (Code 4 Sales)	
No. of Months	Monthly Payment

CASH PRICE				
CASH DOWN PAYMENT				
UNPAID BALANCE OF CASH PRICE - AMOUNT FINANCED				
FINANCE CHARGE				
DEFERRED PAYMENT PRICE				
TOTAL OF PAYMENTS—THIS SALE				

This purchase is payable in installments pursuant to my Sears Easy Payment Plan—Modernizing Credit Plan Retail Installment Contract and Security Agreement.

Beginning _____, I will pay $_____ per month for _____ months and a final monthly payment of $_____ until the amount financed and the **FINANCE CHARGE** for this purchase are fully paid.

If the **FINANCE CHARGE** exceeds $5.00, the **ANNUAL PERCENTAGE RATE** is ____%

In accordance with my Sears Easy Payment Plan—Modernizing Credit Plan Retail Installment Contract and Security Agreement, a subsequent purchase may change the number and amount of my monthly payments, and/or the **ANNUAL PERCENTAGE RATE** of this purchase. Any such change will appear on my next monthly billing statement.

A copy of my sales check is attached hereto and incorporated by reference. Ownership of the merchandise described in such attached sales check remains in Sears until paid for in full.

If I pay in full in advance, any unearned **FINANCE CHARGE** will be rebated under the Rule of 78.

11078-210 REV. 4-75

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Handout 2

SHOPPING FOR CREDIT EVALUATION FORM

Student _____ Date _____

Total loan requested _____ Item to be purchased _____

Estimated price _____

CREDIT SUPPLIER 1

Name _____

Address _____

Type of credit supplier (retailer, bank, credit company). Circle one.

Credit Information

Amount of payment _____

Number of payments _____

Duration of loan _____

Annual percentage rate _____

Special clauses _____

CREDIT SUPPLIER 2

Name _____

Address _____

Type of credit supplier (retailer, bank, credit company). Circle one.

Credit Information

Amount of payment _____

Number of payments _____

Duration of loan _____

Annual percentage rate _____

Special clauses _____

CREDIT SUPPLIER 3

Name _____

Address _____

Type of credit supplier (retailer, bank, credit company). Circle one.

Credit Information:

Amount of payment _____

Number of payments _____

Duration of loan _____

Annual percentage rate _____

Special clauses _____

Collect sample credit information brochures, contract forms, and disclosure statements from each credit supplier.

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Title: How Do You Slice the Government Pie? (I.D (3))

Grade Level: Secondary

Materials: Charts showing growth in government taxation and government income and expenditure.

Procedure: The students are given a list of major categories of federal expenditures such as:

1. defense, space and foreign affairs and energy;
2. social security and veterans' benefits;
3. other social welfare programs (aid to dependent children, Medicaid, Medicare, food stamps, job training, etc.);
4. physical environment (irrigation, dams, transportation, air and water pollution control);
5. revenue sharing (grants to states and local communities);
6. producer subsidies (payments to farmers to keep up crop prices);
7. interest on federal debt;
8. other expenses (student may specify items not listed).

Students should make a pie chart or a bar graph showing how they would allocate government expenditures among the eight categories above. The graph should show what percentages of the total government expenditures should be allocated to each category. The student should compare charts and justify their priorities. The teacher will then show the class the charts showing the growth in government taxation and expenditure and the chart showing how current government expenditures and income have been allocated. The class will discuss the reasons for the current allocation of expenditures and whether they think the allocation is just. The class will then discuss the level of government expenditures to see if they think them adequate or too high. They should relate the expenditures to the income and see in what ways the income could be either increased or decreased to arrive at an adequate federal budget. They should discuss the difficulties with all the special interest groups in arriving at a fair budget. They should discuss what happens if the government spends more money than it brings in? What might happen if the government took in more money than it disbursed?

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GROWTH IN GOVERNMENT TAXATION

1944

Taxes:

26¢ out of every dollar

1954

28¢ out of every dollar

1964

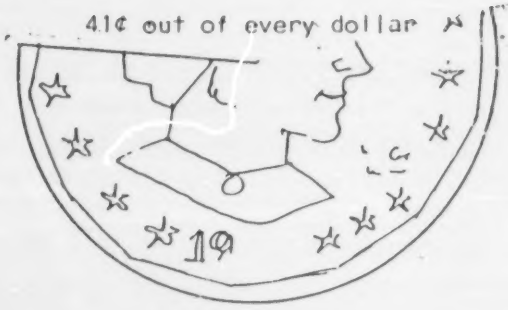
31¢ out of every dollar

1974

37¢ out of every dollar

1980

41¢ out of every dollar



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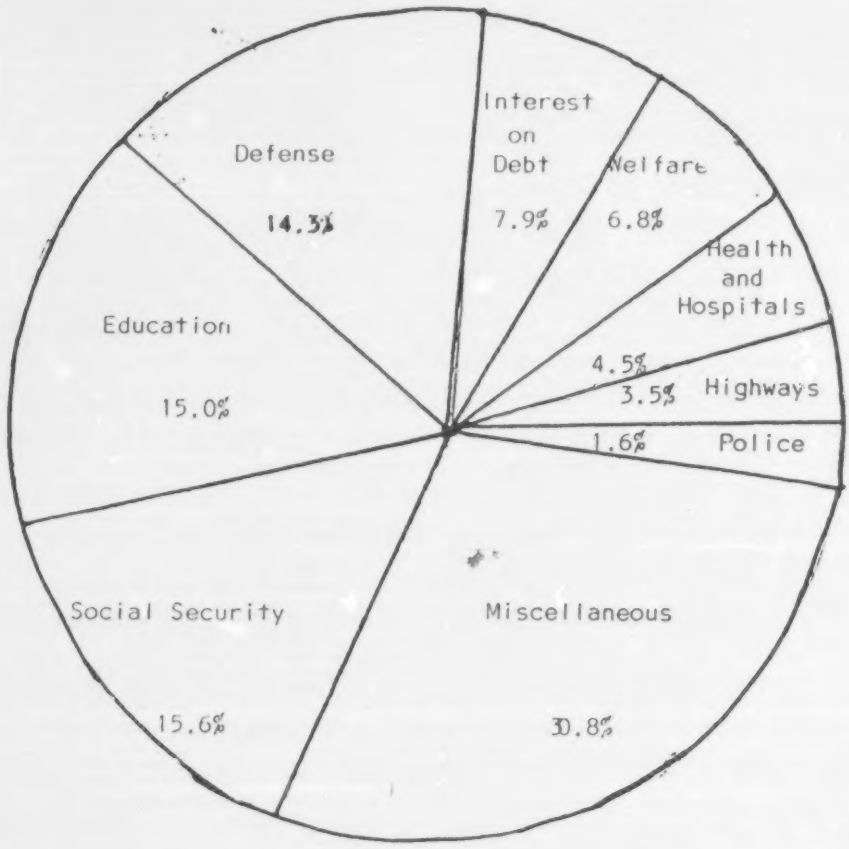
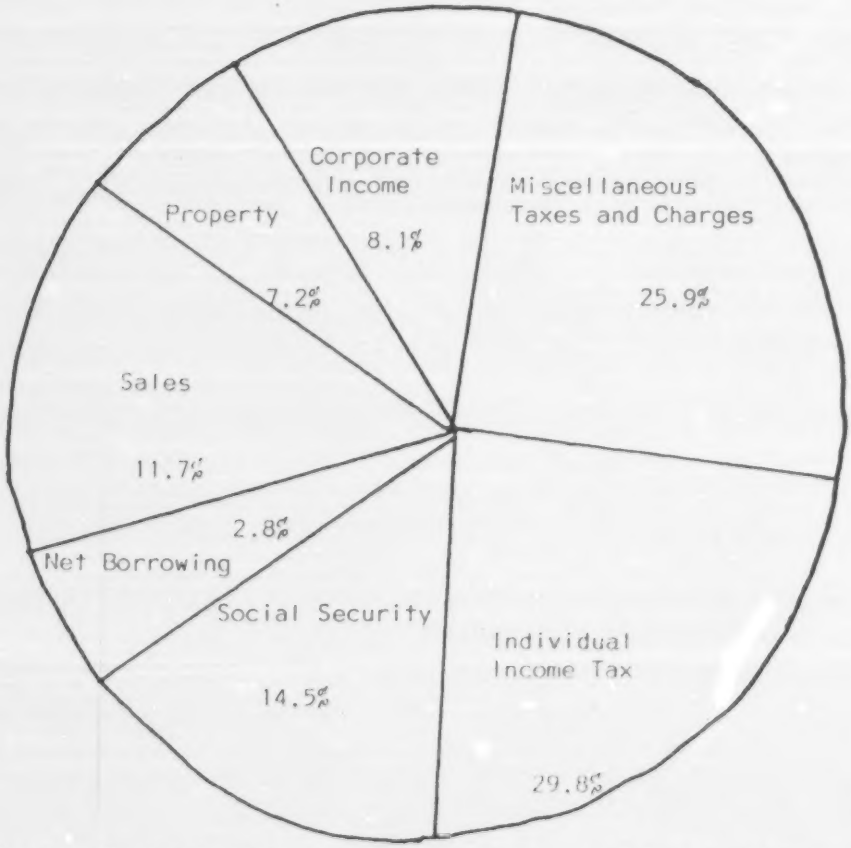


1980
GOVERNMENT
EXPENDITURES



1980
GOVERNMENT
RECEIPTS

Contributed by Dr, Daniel Landau, University of Connecticut at Waterbury

Grade Level: Secondary/Adult

GOALS

A. What do you want to save for? (college, care, etc.)	B. How much do you need to reach each goal?	C. When do you want to reach each goal? (amount of time)
	$	
	$	
	$	
	$	
	$	
	$	
	$	
	$	
	$	
	$	

RESOURCES

D. What assets are you willing to liquidate to help you reach your goal?

Savings	$
U.S. Savings Bonds	$
Securities	$
Life Insurance	$
Real Estate	$
Durable Goods	$
Total Worth of Assets to be Liquidated	$

E. If you used these assets, how would it affect the amount needed for your goals?

1. Amount needed (amount in B.)	$
2. Worth of assets (total of D.)	$
3. Amount needed if you liquidate assets (1. minus 2.)	$

DETERMINE IF YOU CAN AFFORD YOUR GOALS

F. How much and how frequently must you save?

1. Total amount needed $ _____ (amount in E3.)
2. How frequently you can add to savings (your saving period) _____
3. How many saving periods remain before you reach your goal _____ (divide number of periods into C.)
4. Amount you need to save each saving period $ _____ (divide 1. by 3.)

G. How much discretionary income do you have?

1. Total income during each saving period $ _____
2. Expenditures during each saving period
   $ _____
   $ _____
   $ _____
   $ _____
   $ _____
   $ _____
   TOTAL $ _____
3. Total amount available to save each period $ _____ (subtract 2. from 1.)

H. Can you afford to save the amount needed?

1. Do you need to adjust your goals? _____
2. Do you need to increase your income? _____
3. Do you need to reduce your expenditures? _____
4. How can you do it?

COMPARE AND DECIDE WHERE TO PUT YOUR SAVINGS

Savings Instrument	Liquidity (How long your money is tied up)	Safety (If your account is insured)	Yield (True annual interest rate)	(How long it will take to reach your goal if you saved the amount in F3)
Passbook Accounts	Bank 1 _____ Bank 2 _____ Bank 3 _____ Bank 4 _____	Bank 1 _____ Bank 2 _____ Bank 3 _____ Bank 4 _____	Bank 1 _____ % Bank 2 _____ % Bank 3 _____ % Bank 4 _____ %	Bank 1 _____ Bank 2 _____ Bank 3 _____ Bank 4 _____
Saving Certificates	Bank 1 _____ Bank 2 _____ Bank 3 _____ Bank 4 _____	Bank 1 _____ Bank 2 _____ Bank 3 _____ Bank 4 _____	Bank 1 _____ % Bank 2 _____ % Bank 3 _____ % Bank 4 _____ %	Bank 1 _____ Bank 2 _____ Bank 3 _____ Bank 4 _____
U.S. Savings Bonds	Series E _____ Series H _____	Series E _____ Series H _____	Series E _____ % Series H _____ %	Series E _____ Series H _____
Other	_____	_____	_____	_____

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Title: Which Budget Works? (1.A(9))

Grade Level: Secondary/Adult

Procedure: Whether or not the wise family prepares a formal budget it should plan the way it intends to spend its income. Each of the following four families consists of mother, father, two children aged 16 and 10. Monthly income after taxes is $700 for family A; $1,000 for family B; $1,200 for family C; and $2,200 for family D.

A. Prepare a table allocating the income of each family as realistically as you can. Include the following items in your budgets:

1. fixed expenses (housing including utilities and insurance)
2. food, clothing, personal expenses, medical expenses and emergencies
3. transportation, education, reading, recreation and vacations
4. gifts and contributions, savings and miscellaneous

B. Of what value is such a plan?

C. What are the most significant differences among the budgets of families A, B, C, and D?

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Title: Role - Playing (I.B(6))

Grade Level: Secondary/Adult

ROLE - PLAYING SITUATION

The Scene: The living room in Betty's parent's home,

The Situation: Betty and Paul are opening wedding gifts that have just arrived, The couple will be married in June, when Betty graduates from high school, Paul who finished high school a year ago, has been working as a salesclerk at the local hardware store, While Betty is admiring the gifts Paul suggests thaat they might exchange the fancier ones for some practical things like towels, sheets, pots and pans. This makes Betty angry and they begin to argue about what they will need when they set up housekeeping in June,

The People: Betty and Paul

The Problem: How can Betty and Paul decide what things they need most? If they have different goals, how can they go about setting up priorities? Would it be more sensible if Betty gave in to Paul's emphasis on being practical? Or is there some way they might compromise? How might the situation change if Paul was working for a large corporation and Betty has the promise of a job with a computer company?

Hints to Betty: You want to start off with the same kind of nice things your mother has so you and Paul can fix up a really pretty apartment. Then you'll plan parties and dinners. Since you plan to get a job soon after the wedding, you're sure you and Paul won't have any money problems. He's thrifty and careful about planning, and you're going to leave all the bill paying up to him.

Hints to Paul: Since graduating and starting to work you've been surprised to find out how fast a beginner's salary disappears, You've managed to save some money, for you're still living with your parents but you know that even a one-room efficiency apartment will take a big bite out of your salary. You wish you and Betty could work out a budget, on paper, for the first six months or year of your marriage. But you're afraid to suggest this because it might sound unromantic.

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II.

DECISION MAKING PROCEDURE

PRIMARY/INTERMEDIATE

LEVELS

Title: PRICE WAR (II.A(4))

Grade Level: 1

GENERALIZATION: Because income of a household is limited and its wants for goods and services are unlimited, it must choose which of its many wants for consumer goods and services it will satisfy.

SUBTOPIC: Since a person's income is usually insufficient to buy all the goods and services wanted, he/she must make choices which are determined by tastes, income and prices.

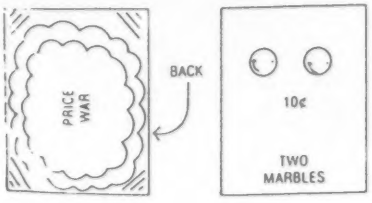
RATIONALE FOR ACTIVITY: Price is one of the factors that a person considers in deciding what goods to purchase. This activity illustrates that it is often best to purchase a given good at the lowest per unit price. The card game provided in this activity is designed to help students quickly to compute per unit price. Students have to compute approximate per unit price to determine the "best" buy (in terms of unit price).

OBJECTIVE: Given two cases of a sale price for a particular item, the student will be able to select the better buy.

MATERIALS: A deck of 40 (3 x 5) cards. Forty is an arbitrary number and can be varied according to your situation. The important thing is to have an inverse relationship between the number of cards and their respective power. For example, a 40-card deck might include:

5 cards.....ten marbles for 10¢
15 cards.....five marbles for 10¢
20 cards.....two marbles for 10¢

Cards can be made by running 3 x 5 cards through the ditto machine.



PROCEDURE: The teacher should examine two of the cards with the class. The pupils should note the per-unit price of a marble for each of the two cards. They should explain which card provides the "best buy" in terms of unit price.

Shuffle the deck and deal all the cards to the players (odd cards can be placed face down in the middle and go to the winner of the first "war").

Each player arranges his/her cards in one pile face down.

Each player turns up his or her top card and shows it to the other players. The player with the best buy wins the "war", gets to take the other players' cards and adds them to the bottom of his or her stack. The game continues until one player has won all the cards or until time is called (then the player who has most of the cards wins.)

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In case of a tie, each player places three cards face down and turns up the fourth. The winner of the "war" takes all the cards (the three lying face down and the fourth card turned up).

Before the students play the game as an independent activity, it would be a good idea to model it with the whole class.

The decks of cards can be designed according to the ability level of the students.

Two to five players can play the game (2-3 players is optimum).

After the game is completed, display the three different marble cards and have the children explain why one card is the "best" and one is the "worst." The teacher might prepare small bags of cookies, five per bag, for 6¢ a bag. The price of individual cookies would be 1¢. Have children determine what is the best buy. Children might also discuss a recent "good buy" made by their family.

Note that the "best buy" in terms of unit cost may mean too much total outlay by the consumer. For example, a large bag with 4 dozen cookies for $2.40 (5¢ each) compared to a small bag with 5 cookies for $.30 (6¢ each). Primary grade children know that the big bag is not the best buy for them nor would it be for a very small family.

Note: Committee wishes to point out that although the JCEE intended this to be used for grade 1, it might be equally or more appropriate for a higher grade level.

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Title: WHAT DO YOU CHOOSE? (II.D(1))

Grade Level: 1

Rationale for Activity: This activity focuses on the effect of one factor affecting choice-making - an individual's tastes or preferences. Since students do not have to purchase the goods, there is no income or price constraint. This activity helps to clarify how tastes or preferences influence the choices of students or persons generally.

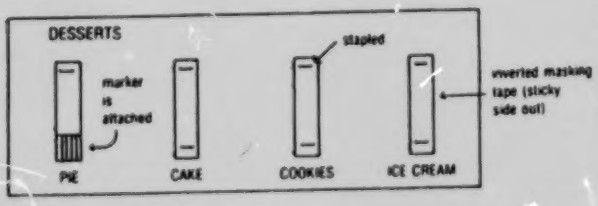
A graph is developed in this activity and serves as a data base for students to make generalizations about their choices. It should be stressed that the students are the ones who come up with the generalizations. The data displayed on the graph should be analyzed to verify the generalizations which are made.

Objectives: Each student will indicate his/her first and second choice from a list of similar items (i.e., a list of ice cream flavors, brands of cereal, T.V. programs, colors, pets, cars, etc.)

The class will make general statements about preferences of students in the class.

Materials:

1. Colored squares of construction paper for each student. They should be color coded (i.e., first choice-blue, second-red) and approximately 1" square.
2. Prepared charts (desserts, pets, days, etc.) having a vertical column of masking tape (sticky side out) above each item listed on the chart (see diagram).



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Procedure:

1. Demonstrate how the chart works by sticking a marker on one of the charts (attach one of the 1" markers to a column of tape).
2. Select one of the charts and have the students make their first and second choice. Have them go up to the chart (a group at a time) and place their markers on the chart.
3. After the students have added their markers to the chart, ask them to make some general statements. What item did most students choose? Have them give reasons for choosing that item. Have other children explain their first choice, their second choice. Do all children want the same thing? Why or why not? What two items would you choose if the first item cost 10¢, the second item 25¢, the third item 50¢ and the fourth item $1.00? Have your choices changed? Why?

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Title: THE CITY GAME (II.D(4))

Grade Level: 2

Rationale for Activity: This game simulates a city's need for collecting taxes to pay for goods and services. Cities want fire protection, crime protection, flood protection, etc. To provide for these wants, cities need money income (taxes) to pay for the necessary goods and services.

In this game, students have to make decisions as to how the city should spend its limited income. To make wise decisions, the students will need to consider probability (how soon before they get to an area where road work is needed, what's the likelihood of needing the police, etc.). Students should find the game interesting, and it should spark debates as to how the city should spend its income.

Objectives:

1. The students will verbalize the need of of cities to collect taxes to provide goods and services people want.
2. The students will provide specific reasons explaining how they spend their limited income.

Materials:

1. The game board. A transparency should be used so the board can easily be seen by all.
2. A "kitty" containing tax markers (beans, sugar cubes, etc.) to show sums of potential tax revenue that could be spent or invested by the city.
3. A deck of situation cards (3x5" cards could be used). See examples for a listing of of the situation cards.
4. A die or spinner (1 to 6).
5. A special marker, identified as "city", placed at the starting point on the path.

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Procedure:

1. The idea is for the class to build a safe city (cover all the squares (■'s) on the board). Divide theclass into small groups. Each group represents one city and has one board and one city marker with which to play the game. Decisions will be made as a group.
2. Review the type and number of situation cards.
3. To start, your city is given a chance to collect taxes (C.T. means that one member of your group can roll once to see how much to collect). The number on the spinner or die is used to determine the number of tax markers to be collected from the "kitty", representing taxpayers. If you roll a six, you get six markers to spend or save. If you roll a two - you get two markers, etc. You can save the money or spend it on some goods or service.
4. To spend the money, you place a marker on one of the ■'s. Decisions to spend tax dollars must be made before the group moves its "city" marker.
5. After the initial roll, you roll the die to see how many spaces you should move. If you land on a square marked C.T., roll the die to see the amount of taxes the city collects - tax markers obtained from the "kitty."

Rules:

1. If you land on a PAY NOW ■ (representing outstanding debt), you must pay (cover the ■ with a tax marker). If you can't, you go bankrupt and the game is over.
2. Once a tax marker has been placed on a ■, it cannot be moved.
3. If you land on a C.T., you roll the die to see how much tax to collect. You can spend what you receive or you can save it. To spend one of the markers, you just put it on a ■. To be protected in any given area, you must cover each ■ in that area.

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4. Once you roll the die to move, you can't spend any of the city's income until you finish the move (i.e., if you draw a situation card that requires fire protection, it is too late to spend on fire protection. You have to suffer the consequences.)
5. To win, you must cover each ■ on the board. You lose if you:
   - can't pay ■ when you have to.
   - draw a flood card and haven't build the needed dam.
   - draw the crime card (shot by a badman) and don't have the needed police protection.
   - draw the fire card (the whole city is on fire) and don't have the needed fire protection.

SITUATION CARD	Number of cards in deck
1. Fire card - The whole city is on fire. You have been destroyed. The game is over unless you have the needed fire protection	1
2. Fire Card - An important building is on fire. If you do not have fire protection, you must pay five tax markers to the kitty before you can cover any squares.	3
3. Fire Card - A house is on fire. Unless you have fire protection, you must pay one tax marker to the kitty before you can spend any more taxes	3
4. School Card - Your schools are over-crowded. Unless you have school protection, go back 6 spaces	1
5. Library Card - Unless you have library protection, your library is going to have to be closed. It is unsafe. Go back to 1	1
6. Crime Card - Your town is unsafe. Unless you have police protection, go back to the start	1
7. Crime Card - Bad men have taken all your road equipment. Unless you have police protection, take away all investments on 7 and 12	3

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SITUATION CARD	Number of cards in deck
8. Flood Card - Unless you are protected by the dam, the worst flood in the last 100 years has just wiped out all your resources and investments	1
9. Recreation Card - Unless you have covered the recreation square, your city has nothing to do. You need twice as much police protection now	1
10. Crime Card - You have been shot by a badman. Unless you have police protection, the game is over	1
11. You have to pay 1 tax marker to the "kitty" or the game is over	1
12. Go to 5	2
13. Go to 1	1
14. Your city was willed some money. You can roll the die once to see how much was willed to you	1
15. Oil was discovered in your city. Roll twice to see what you collect	1

NOTE: Activity can be easily adapted to use in upper grades.

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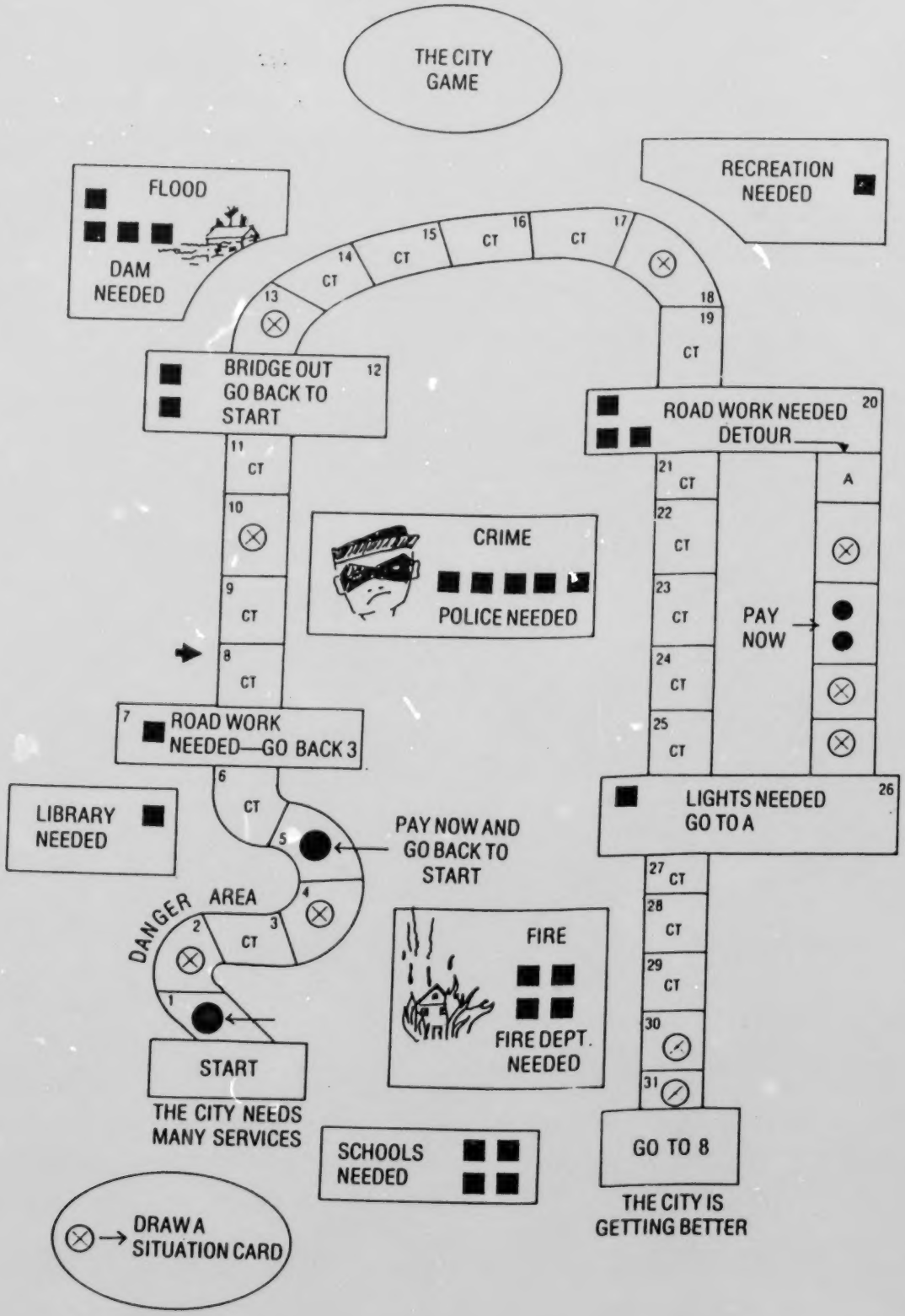

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Title: WORKSHEET ON SHOPPING (II,A(2))

Grade Level: Primary/Intermediate

You have $20.00 to spend on groceries. You must buy food for a balanced breakfast, lunch and supper. First, list (on a separate piece of paper) what you would have for each meal. Second, put the price next to each item. Add up all the prices. How much change will you get back?

steak	$4.09	macaroni	$ .69
milk	.95	pancakes	.89
peas	.89	tomatoes	.99
bacon	2.00	cucumbers	2/ .69
bread	.95	tuna fish	.95
cereal	1.19	string beans	.85
apples	.69	orange juice	.75
hamburg	2.19	baked beans	.69
chicken	1.79	eggs (1 dz.)	.99
cookies	1.09	fruit cocktail	.79
bologna	1.25	frankfurts (1 pkg.)	1.39
lettuce	.69	potatoes (5 lbs.)	.99

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Let's Plan A Party (II.A(4))

Title:

Grade Level: Primary/Intermediate

Material: Play money

Instructions:

1. Work on the cost of each birthday, use the coins to help you.
2. Use the shopping list to determine the cost of each item. Then determine the cost for each party.
3. After completing each cost, find the total for each party.

Shopping List	Cost	Jane's Party		Bill's Party		Ann's Party	
		Number of Items	Cost	Number of Items	Cost	Number of Items	Cost
Balloons	1¢ each	4	4¢	5		6	
Paper table cloth	50¢ each	1	50¢	1		1	
Plates	5¢ each	4	20¢	5		6	
Napkins	1¢ each	4	4¢	5		6	
Drinking cups	3¢ each	4		5		6	
Candles	1¢ each	9		8		10	
Hats	5¢ each	4		5		6	
Apples	8¢ a piece	0		5		6	
Sunflower seeds	20¢ a bag	4		0		6	
juice	15¢ a carton	4		5		6	
TOTAL COST							

Bonus Problem: Plan your own party.

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Title: COIN COMBOS (II.A(6))

Grade Level: Primary/Intermediate

Each child receives coins wrapped in red paper. Some examples appear below. Children are to determine how much money they were given by counting the coins.

Contributed by Sue Hall, Griswold Elementary School, Jewett City, CT.

Title: TOY TESTING (VI.C(1))

Grade Level: Intermediate

Materials: Children's toys

Procedure: Ask students if they or any member in their family had ever been injured playing with a toy. Line up a few children's toys and ask students if they think the toy is safe and why. Have students develop a checklist to evaluate children's toys.

Evaluation: Once list has been completed, students are to evaluate two toys found in their home or a neighbor's home. Discuss the results.

Follow Up: As a result of the checklist, ask what is being done about the dangerous toys - letter to the manufacturer, returned to store, taken away from child.

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Title: NEW PRODUCT DESIGN (II.C(3))

Grade Level: Intermediate/Middle

Materials: Paper, paints, crayons

Procedure: Students may work alone or in groups. Each student must come up with a new product (it may be a cereal, toy, car, etc.). If the product is to come in a package, the student must develop a box or container. Once this has been completed, students must develop an advertising campaign to "sell" their products.

Evaluation: Students will show the product design and package to the rest of the class and continue with their advertising campaign. The rest of the class must then determine if, as consumers, they would purchase the product and why.

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Title: BE WISE: READ THE PACKAGES (II.C(4))

Grade Level: Intermediate/Middle

Materials: Collection of empty food packages and printed dittos on the information students are to find on package.

Optional: poster displays of food packages labeled to show where information is found.

Procedure: Set up food packages and/or posters in the room. Discuss what a consumer is. Discuss what important information is found on food packages and why it is important to read the packages.

Follow Up: Send for free offers. Send for additional information on nutrition. Have students complete a card to be graded.

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Name_____

Type of Food:_____

Product Name:_____

Company Name:_____

Company Address:_____

_____

_____

Net Weight: (in ounces)_____(in grams)_____

Price:_____Calories per serving:_____

Ingredients:_____

Best when used before:_____Is there a guarantee?___

Any special offers?_____If so, what is required?

_____

Any good recipes?_____If so, what is the name of

it?_____

_____

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Title: MY SPENDING PLAN (II.D(4))

Grade Level: Intermediate/Middle

Procedures: The teacher is to hand out a sheet labeled "My Spending Plan" which is to be filled out after the students have understood the terms: fixed and flexible expenses. They should do this for one week, say starting on a Monday and then the sheet should be brought back for discussion on the following Monday.

The basic format:

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Fixed Expenses							
School lunches:							
Transportation:							
Contributions:							
Savings:							
Club dues:							
Others:							
Flexible Expenses							
Movies:							
Hobbies:							
Snacks:							
Records:							
Tapes:							
Cassettes:							
Books/Magazines:							
Gifts:							
Grooming aids:							
Clothing:							
Sports:							
Others:							
TOTALS:							

Variation: The teacher might want to fill out the chart for himself/herself; then compare this chart with the students' charts to see if there are any similarities/differences.

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MIDDLE LEVEL

Title: BUDGET SHEET (II.A(7))

Grade Level: Middle

MONTHLY EXPENSES FOR A FAMILY OF FOUR WITH ONE CAR:

Gas	$ 62.50	Electric	$ 45.75
Food	240.00	Weekly Income	370.00
Rent	325.00	Car Insurance	20.00
Heat	75.25	Life Insurance	30.00
Phone	16.78	Property Taxes	30.00

Given this list of expenses and income, answer the following questions:

1. What is the monthly income?
2. What is the total of the monthly expenses?
3. How much money is left over after all the expenses?
4. How would you budget the use of the remaining money? Consider the following expenses: clothing, entertainment, medical expenses, savings, gifts, personal items.

Adapted with permission from Project HELP, Rhode Island Department of Education, Bureau of Vocational-Technical Education and City of Cranston School Department, 845 Park Avenue, Cranston RI 02910, 1979.

Title: OPEN YOUR OWN STORE FOR A DAY (II.A(7))

Grade Level: Middle

Students open their own store for a day. Students select the type of goods to be sold (sporting equipment, candy), create a catchy name for the store and write an opening paragraph that introduces their store as unique and inviting to the consumer (language arts and advertising strands). Students may use humor as an appealing tactic to the prospective consumer.

Each student must then create 4 realistic word problems (realistic price, realistic consumer situation) requiring computation of prices of goods in their store.

In small groups or before the class, students can pair off and exchange their store ideas and word problems. The "store owner" (equipped with a pocket calculator) will tally the total cost of his goods as found in each word problem after the "consumer" reads the problem aloud and (after estimating the total cost in his/her head) puts down on the counter the appropriate amount of Monopoly money.

Available demominations of currency can vary, depending on whether you want your students to round off to the nearest $1/$5/$10, and the store owner will tell the consumer whether or not he/she has the correct amount of money.

Contributed by Ron Douglass, Rockwell School, Bethel, CT

Title: UNIT PRICE CHECK (II.A(11))

Grade Level: Middle

Procedure: Have students compile a list on the board of items commonly found in a grocery store which come in different sizes. Each student should then make a list (including brand names) of 5-10 items which will be checked in a store. Students are to write down size and price of each time.

Evaluation: Once students return to class and have computed price per ounce of products, they should determine which size was "the best buy." Is the "economy size" always the best buy for the money? What stores do have unit pricing available?

Follow Up: Students could then compare the differences in prices of the same items, but in different stores.

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Title: MONEY VS. CREDIT DEBATE (II,B(1))

Grade Level: Middle

Procedure: Have students divide into 2 groups - those who favor saving money and paying cash (for an item stated such as a car, T.V. set, etc.) and those who think they would prefer paying by credit. Student groups will debate the issue after doing research in the library and interviewing consumers who have purchased the item. On the day of the debate, invite a few guests in to listen to the debate.

Evaluation: Guests will evaluate the debate panels and determine which side had the strongest cases.

Variation: Invite a speaker (perhaps from a local bank and/or a credit company). Have students prepare a list of questions which will give them information for their debate.

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Title: TAKE A CONSUMER TO LUNCH (II.B(1))

Grade Level: Middle

Using a uniform outline setup established in the classroom (questions are subtopics, grouped together under common main topics), students can interview an adult family member or neighbor about a specific item they've most recently bought on credit.

Students should inquire as to why this person chose to buy the product on credit terms rather than in cash, and what the net difference is between cash and credit terms.

Interviews could be taped while in progress and played before the class so that a wide variety of consumer situations and value judgements can be experienced by the group. The class can then discuss what variables warrant such a decision (ie, necessity of product, urgency of obtaining product).

Contributed by Ron Douglass, Rockwell School, Bethel CT

Title: IT'S A CONSUMER'S MARKET CONTEST (II.C(3))

Grade Level: Middle

A class of 24 can be divided into 4 groups of 6 each. Each group will be assigned a different product to market (potato chips, soda) and will research at the supermarket the current unit prices for various brands of that product.

The group members, who are in competition with each other, will individually create their own original brand names and package designs, along with current competitive prices to lure the consumers (the 3 other groups) to select their product over other members of that group.

As products are presented before the class and the 3 other groups cast votes for which product of the 6 they would choose (based on appeal, quality and price value), students will be awarded 1 point per penny that they make as votes are cast and the product is 'sold'. In this way, students will want to mix product desirability with competitive unit pricing, yet balance competitive price with a profit incentive to amass points and win the contest.

Contributed by Ron Douglass, Rockwell School, Bethel CT

Title: BE A LABEL DESIGNER (II.E(1))

Grade Level: Middle

Student Directions: Design your own label for either an imaginary product or a known product. A white strip of construction paper will be provided for you to use.

Include the following:
1. At least seven different kinds of information on your label.
2. Print information on your label.
3. Follow the placement (of your information) format of a real label.
4. Design your label in an appealing, colorful manner to attract the attention of a possible buyer.

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Title: LORRY'S LAMB STEW (II.E(1))

Grade Level: Middle

Materials: Handout "Lorry's Lamb Stew Label"
Food packages or labels

Procedure: Discuss with students the different items which appear on food labels. How many are voluntary? Can students locate the items on a label other than the ones provided on handout? Do they think other information should be provided on label?

Follow Up: Ask students to research one or more of the following items. Report back to class. Have students bring to class with them a good label and a poor one for the topic they are researching (where applicable).

TOPICS

1. Grades
2. Open dating
3. Code dating
4. Universal product code
5. Symbols on food labels
6. Nutrition information
7. Product guarantee

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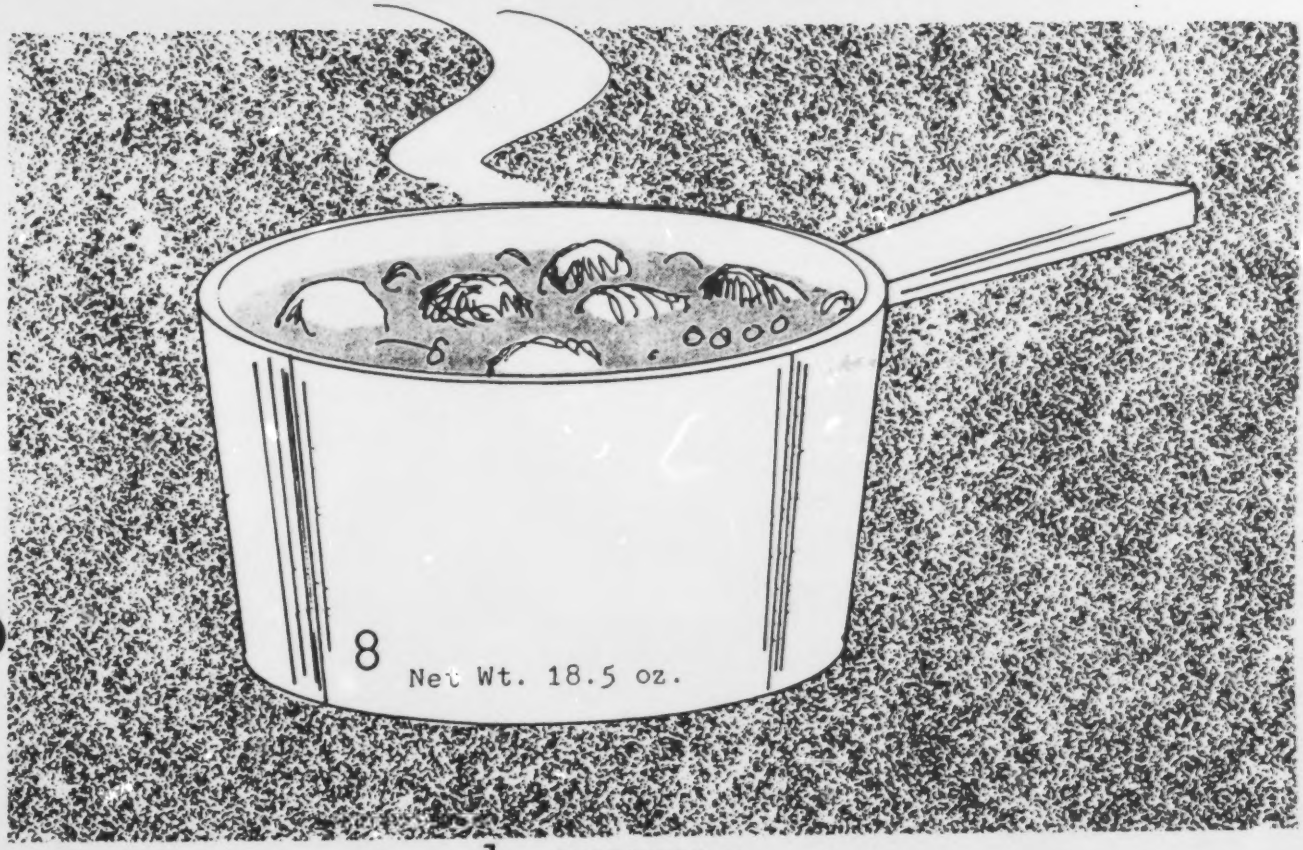
LORRY'S

LAMB stew®



1 INGREDIENTS

Potatoes, Carrots, Peas, Lamb, Salt, Sugar, Tomato Sauce, Nonfat Dry Milk, Artificial Flavors, BHA, BHT, Water

2 Best if used before May 2000

3 Vol. 22 No. 6

4 Lorry's Foods, Inc.
15 Main Street
Anytown, U.S.A.

5 0 71971 10605 308

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Title: ITEMS ON A LABEL (II.E(1))

Grade Level: Middle

1. The ingredients for most foods must be listed on the label.

2. Many manufacturers open date their products to assure freshness.

3. Code dating is used on products with a long shelf life so companies can check on the product if they need to.

4. The following must be on all food labels: both the name and place of business of the distributor, packer or manufacturer.

5. The Universal Product Code (UPC) is a nationally required system of product identification.

6. The name of the product must be on all food labels.

7. This symbol "R" shows that the trademark used is registered with the United States Patent Office.

8. The net weight on net contents must be on all food labels.

Some food products may carry a grade on the label.
Nutrition labeling is voluntary unless:

a. A nutrition claim is made

or

b. A nutrient is added to the product

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SECONDARY/ADULT
LEVELS

Title: CONSUMER BEHAVIOR DETERMINANTS (II.A(12))

Grade Level: Secondary

1. Have students poll friends for favorite brands of soaps, cleansers, insecticides, etc.

2. Graph the popularity of each category by brand name based on group results.

3. Distribute this list of products by brand name and research their potential for contributing to health and pollution problems.

4. Graph these results.

5. Combine the first two graphs into a chart showing results of both projects, brand popularity as opposed to brand safety.

6. Determine an action or set of actions which could be taken to put these results into the hands of local consumers.

Have students investigate the availability of alligator skin products and leopard skin products in local business establishments. Pass out to students:

1. Facts concerning the ecological value of "gator holes" to the swamp environment and the rate of "poaching" occurring presently in the "protected" areas of the nation's wilderness areas, particularly the everglades.

2. The threat of extinction faced by the leopard from hunters.

3. An historical recounting of the fettish for plumes in women's fashion around the turn of the century and the effect this had on native bird populations. The campaign organized by the Audobon Society which persuaded consumers not to buy feathered fashions and which thereby saved many birds from extinction.

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Title: WHAT HAPPENS TO THOSE SAVINGS DOLLARS? (II.B(2))

Time Required: Two class periods of 45-50 minutes each, with time between for collection of information from financial institutions

Grade Level: 9 - 12

Major Concepts:
Opportunity Cost
Saving
Investment
Capital goods
Interest rate

Student Objectives:
Students will:
Calculate the opportunity cost of using credit

Compare the interest that can be earned on the alternative forms of saving offered by various financial institutions in the community

Compare the interest charged on the same type of loan or credit granted by various financial institutions in the community

Compare the interest charged on different types of loans and credits granted by various financial institutions in the community

Explain the relationship between saving in lending institutions and investment in capital goods

Rational for the Activity: Students tend to associate comparison shopping with day-to-day buying of such things as food and with high-cost items such as automobiles. They may not know that credit is offered at different prices or that alternative forms of saving can yield different rates of interest. This activity focuses on comprehending the rate-setting practices of banks. It also shows the relationship between the savings and the loans granted by various institutions. Special attention is given to business loans because these link the savings decisions of consumers with the investment decisions of business borrowers.

Materials: Multiple copies of Handout 1.

Procedure:
1. At the beginning of the lesson have each student or group of students select one institution in the community that provides savings accounts and makes loans: a commercial bank, a savings and loan association, a mutual savings bank, or a credit union. Telephone books may be used or the teacher can compile a master list of institutions which, on being asked, have expressed interest in participating. Tell students to use the accompanying

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interview form (Handout 1) to gather information from the source they select. Indicate the they will report their findings to the class (perhaps in 4-5 days).

2. Answer questions about the interview form or procedures. (NOTE: If there are only a few financial institutions in the community, small groups of students should gather the information. Or the teacher may set up in-school interviews with representatives of the financial institutions.)

3. Caution the students that some institutions may not provide all services indicated on the form. For example, savings and loan associations generally do not give personal loans. If the service is not provided, have students record that fact along with a note on the reason why.

4. Once the interviews have been conducted, have students present the information they have gathered to the class. Compare the plans offered by the various institutions. Then conduct a class discussion using the following questions as a guide:

   a. Why do interest rates paid on savings differ from one institution to another?

   b. Why might it be "sensible" for some people to save in an account with a relatively low rate of interest?

   c. Why do financial institutions have different interest rates for different forms of saving within their institutions?

   d. Why do financial institutions have more than one kind of loan?

   e. Why do financial institutions charge varying prices (rates of interest) for the same type of loans to different borrowers? On different kinds of loans?

   f. What do financial institutions do with the savings provided by depositors?

   g. Does it "pay" for a consumer, a government or the owner of a business to "shop around" for a place to save or a place to obtain a loan? Explain your answer.

   h. Why are savings deposited in financial institutions important to business in your community?

   i. What is the opportunity cost to the saver or borrower when the individual spends time shopping for the best rate of interest?

5. Advise students to write thank you notes to those persons who have given them assistance.

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Handout 1

SURVEY OF ALTERNATE SAVINGS PLANS AND LOANS

Name of institution visited: _____ Type _____

Name of person interviewed: _____ Position _____

SAVINGS

1. Do you have passbook savings accounts? _____ Yes _____ No
2. If yes, what are the names of your savings account plans and what is the rate of interest for each? What is the method for figuring interest: simple or compound? If compounded, is it daily, quarterly, or semi-annually?

Name of Plan and Basic Interest Rate	Method of Calculating Interest	Total Interest Rate

3. Can your depositors write checks on their savings accounts? _____ Yes _____ No
4. Is there a limit on the number of withdrawals from a savings account before a penalty has to be paid?
   _____ Yes _____ No
5. Do you have any other savings plan(s)? _____ Yes _____ No
6. If yes, name and describe the plan(s), rate of interest paid, and other important features or requirements.

Name, Description, and Basic Interest Rate	Total Interest Rate	Additional Important Features

7. Do you offer certificates of deposit (C.D.'s)? _____Yes _____No
8. If yes, what are the various time periods (maturities) of the C.D.'s? What are the interest rates if interest is paid out periodically? If interest is left on deposit until maturity (i.e., compounded)? What are the penalties if the C.D.'s are cashed in early?

Name, Description, and Basic Interest Rate	Total Interest Rate	Additional Important Features

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SURVEY OF ALTERNATE SAVINGS PLANS AND LOANS (concluded)

LOANS

1. Do you provide loans to individuals and groups? _____ Yes _____ No
2. What are your current interest rates, typical length of loan, and required down payment (when applicable) for each of the following loan categories?

	Interest Rate	Length of Loan	Required Down Payment
Consumer loans for items such as the following: cars, boats, recreational vehicles			
Mortgage loans to house buyers			
Personal loans			
Other types of nonbusiness loans			

3. Do you make loans to businesses? _____ Yes _____ No
4. If yes, for what purposes, for what length of time, for which businesses, and any other pertinent information.

Purpose	Typical Length	Kinds of Business of Borrowers	Other Information
Purchase equipment			
Finance inventories			
General working capital			
Construction			
Mortgages			
General line of credit			
Other			

_____
Name of person completing this interview

_____
Date completed

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Title: STEREO - NOTHING BUT THE BEST (II.C(6))

Grade Level: Secondary

Procedure: The students in small task force groups will recommend the purchase of a stereo component system with a maximum price of $500 (or whatever the going price is at the time). Students will make a list of factors that are important to check on before making purchase. The students will then draw up a list of criteria for judging factors such as price, guarantee, reputation of store, reputation of brand, previous experience, credit terms, judgment of experts.

The students will first check the experts in such sources as Consumer's Guide, government and trade publications. They will then check the ads in the local papers and the classified section of the phone book. They will draw up a chart which will include all the factors they want to check. They will visit the sources they think have the best buy, record their observations and recommend the best stereo buy. They will compare their findings and decide which group found the best buy.

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Title: COMPETING FOR THE CONSUMER'S DOLLAR (II.C(6))

Time Required: Two class periods (about one week apart)

Grade Level: 9 - 12

Related Concepts:
Scarcity and choice
Supply and demand
Price mechanism
Opportunity costs
Trade-offs

Instructional Objectives:

Identify incentives offered by cereal manufacturers to encourage the purchase of their product

Explain how and why retailers allocate space and choose display locations for the products they sell

List the steps to be taken to carry out comparison shopping

Rationale for the Activity:

Practically every business wants to capture an ever-increasing share of the marketplace for its products. It does so by using a variety of competitive techniques including price changes, incentives other than price, and product differentiation. As students play the role of consumers, they will be making decisions in response to those business techniques.

Materials:

At least three copies of Handout 1 for each student; multiple copies of Handout 2.

Magazines, newspapers, access to a brokerage firm or to the business reference shelves of a local library and other materials that can be provided by the teacher. For example, obtain annual reports in advance from all the major cereal producers and have them placed in your school library.

Procedure:

Discuss the number of manufacturers that are engaged in each one of several industries and how competition operates in a variety of ways besides meeting competitor's prices. Include a discussion of advertising, loss leaders, giveaways, discounts, premiums, and other retail practices (including space allotment and location of products in stores).

Divide students into teams. There should be one team for each grocery store assigned.

Distribute three copies of Handout 1, the Cereal Market Analysis Form, to each student. Give six copies if three copies are to be used as worksheets. Each team of students should be assigned one store, where they will complete a form for each of three different name-brand cereals.

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Give students time to collect data and to perform their analysis outside of class. It may be appropriate to allow one week before analyzing the data.

Reproduce copies of each committee's report forms and distribute them to the class or have the reports made orally.

Have students analyze the results of their survey in at least two ways:

a. Compare the information obtained within each store: How many manufacturers are represented? Which manufacturer was allocated the most shelf space? Is there any correlation betwen product promotions used and price? Let students probe the data on their own and try to explain why any differences exist.

b. Compare the information obtained in different stores on the same name brand: Are there any differences in price, shelf location, and amount of shelf space allocated among the various stores? Why might these differences exist?

Ask class members to name factors which the companies think will influence consumer purchases of the cereals investigated. Note that many of the factors are examples of nonprice competition. Why do companies use these differing combinations of competitive practices?

Give students copies of Handout 2, and ask them to fill in the grid, using the data their group have collected. (Note that Step 1 has already been completed.) Have students list the three alternatives and state the criteria they think are important when choosing a dry cereal. Then ask students to select one of the three brands of cereals they studied as the best buy among the three alternatives and explain why the choice was made. (NOTE: Students may elect not to buy but they must explain why.)

Evaluation:

Review the quality of each group's Market Analysis Forms (Handout 1).

Assess quality of student contribution to class discussion and data analysis.

Review steps to be taken to carry out comparison shopping: State the problem (what brand to buy); collect information and list the alternatives (three or more brands); state criteria (price, size, taste, etc.); evaluate alternatives against criteria (is the box too big); and make a decision (choose brand X, or decided not to buy any brand).

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Handout 1

CEREAL MARKET ANALYSIS FORM

Name(s) of person(s) completing this survey _____

Information obtained on dry cereals examined at _____ (store name) on _____ (date)

Please complete this form by means of retail market and library research. Choose approximately the same net weights per box for each brand of dry cereal. Complete one form for each brand selected.

BRAND NAME _____

A. Manufacturer _____

B. Is the company owned by another corporation? If yes, name of parent company

Yes ☐ No ☐ _____

C. Size and weight of package _____
Specify other sizes, weights, and prices for this same brand _____

D. Price per package _____

E. Unit price _____

F. Are promotions offered with this brand? Yes ☐ No ☐

If yes, how are they made known to the consumer?

1. Inside the package ☐
2. On the package itself ☐
3. In a special display ☐
4. By mail ☐
5. Through newspapers, magazines, circulars, or other types of advertising ☐

G. Location of cereal section in store _____

H. Location of this brand of cereal within the cereal section _____

I. Approximate percentage of cereal shelf space alloted to this brand _____

J. Number of other brands of cereal on the shelves _____

K. To whom does this company's advertising appeal: to children, teenagers, parents, the aged, adults in general?

_____

L. What does the advertising stress? _____

_____

M. Other observations or information on how this brand of cereal is marketed

_____

_____

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Handout 2

COMPARISON-SHOPPING PRODUCT EVALUATION FORM

Step 1. State the problem: **Choose which cereal is the best buy for me.**
Step 2. List the *alternatives* (use grid below)
Step 3. State the *criteria* (use grid below)

DECISION-MAKING GRID

Alternatives	Criteria					

Step 4. Evaluate the alternatives against criteria (use plus or minus signs in the appropriate box to indicate your assessment).

Step 5. Select the best choice _____

Explain why this is the best choice for you. _____

_____

_____

_____

_____

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Title: WOULD YOU QUALIFY FOR CREDIT? (II.B(4))

Grade Level: Secondary/Adult

Materials: Credit application

Procedure: Students will obtain and fill out an application for credit. They will identify and evaluate the criteria for establishing credit. Ask the students how the banks verify your credit rating. Credit ratings are established with the aid of credit bureaus. What are the advantages and disadvantages of credit bureaus in establishing credit ratings?

Using the criteria identified for establishing credit, the students will apply them to four hypothetical applicants for loans. Rate the four applicants as credit risks:

Case 1. Single, male, rents apartment, works as assembler in factory, held job for one year, 23 years old, no credit cards, no debts.

Case 2. Married male, rents apartment, works at gas station, held job for one year, 23 years old, credit card with gas company, no debts.

Case 3. Single woman, rents apartment, worked at bank for 18 months, 24 years old, no debts, no credit card.

Case 4. Married woman, owns home, stock broker for 4 years, age 28 years, 4 loans outstanding, two credit cards.

Case 5. Recently widowed woman age 65, living on fixed income, wants to buy a condominium.

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Title: WHAT TYPE OF INSURANCE FOR YOUR CAR? (II.B(8))

Grade Level: Secondary/Adult

Procedure: Students will bring in their auto insurance policies. They will compare the various types of coverage and the reasons for the differences. They will relate the premiums to the type of coverage, the driver, and car to determine what factors determine the cost of car insurance. The students will be asked to select the best type of insurance for the following cases:

Case 1. Mr. Brown owns a new Plymouth, drives 30 miles a day to work.

Case 2. Sarah - student - owns a 10-year old Ford, drives 5 miles to work.

Case 3. Mrs. Green - aged 75 years, drives a 5-year old Dodge for errands and occasional pleasure trips.

Case 4. Joe - aged 19 - 5-year old Mustang, drives 10 miles to work.

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Title: VALUE AT WHAT PRICE? (II.B(8))

Grade Level: Secondary/Adult

Procedure: Discuss with students that many people assume they will be fully reimbursed for their loss if their property is damaged or destroyed by fire. This is true if you can establish the specific value of the items destroyed.

Have students test their memories and try to remember everything in their room. Have students check list against the room's actual contents. What is the value of the articles you missed?

Have students make an inventory of their room. Discuss that the burden of proving property loss rests upon the policy holder. That is why it is important to know the exact value of household goods - as you can give evidence.

Follow Up: Encourage students to set up a household inventory booklet with their parents. A copy could be sent to the insurance company. In an emergency, it will enable you to register a claim quickly.

Variation: Students will draw a picture or take a photo of room or other valuables for insurance purposes.

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Title: HAVE A PIECE OF PIE (II.D(5))

Grade Level: Secondary/Adult

Procedure: Using a pie graph, have students describe their own personal usage of time and money. Students should make two graphs: one for how they spend their time and another for how they spend their money.

Divide into small groups and have students share how the graphs are similar and different.

Identify a personal goal and have each student design a new money budget and give reasons for the changes.

Why do people say "Time is money?"

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Title: WHAT IS OUR INCOME? (II.D(5))
(Handout)

Grade Level: Secondary/Adult

Sources of Income	Monthly Amount	When Received
Wages (Take-home pay) Father Mother Children		
Social Security		
Unemployment Insurance		
Welfare Payments		
Aid to Dependent Children Payments		
Other		
TOTAL		

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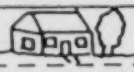
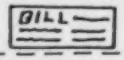
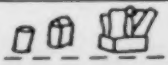
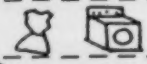
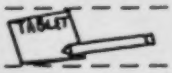
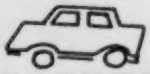
WHAT ARE OUR EXPENSES?

FIXED EXPENSES	Totals
Housing (Rent) 	
Insurance payments	
Health	
Life	
Car	
Utilities	
Electricity	
Gas	
Telephone	
Water	
Installment payments 	
Other	
Total	

FLEXIBLE EXPENSES	
Food 	
Clothing & laundry 	
Household expenses	
Medical expenses (doctor, dentist, medicine)	
Education (school supplies) 	
Transportation (car expenses, bus fares) 	
Recreation (movies, entertainment, sports)	
Contributions (church, community, and gifts)	
Personal (haircuts, cosmetics, allowances, cigarettes)	
Total	
Fixed and Flexible Total	

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Title: WHICH CREDIT IS FOR YOU? (II.D(7))

Grade Level: Secondary/Adult

Procedure: Students will brainstorm and list all sources of credit available. The list should include such sources as: credit union, installment buying, 30-day account, revolving account.

Using the list the students should suggest the best source of credit for the following cases:

1. A 16-year old student with a 15-hour a week job at a hamburger restaurant. Student wants to buy second-hand car for $1,000.
2. A 17-year old rock star, who is earning $500,000 wants to buy a Ferrari automobile.
3. An 18-year old student with a part-time job wants to take advantage of an electric guitar sale with a reduction of $50. Student doesn't have any money and wants to pay as little interest as possible.
4. The Jones family needs a new washing machine and does not have ready cash to pay the total price now.
5. Ms. Brown is a salesperson for a major corporation. She is out of town 40 weeks of the year. What plan is best for her?
6. The Green family has just bought a new house and must buy several new appliances.
7. Mr. and Mrs. White just moved to town and have not established a credit rating. They plan to buy an additional lot next to their own lot. What would be their options?
8. Is there a credit union in the school? Is it advantageous for Jim, a senior, to join the union? Is it advantageous for Mr. See, a teacher, new to the school, to also join the credit union?

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III.

RIGHTS AND RESPONSIBILITIES OF THE CONSUMER

PRIMARY/INTERMEDIATE

LEVELS

Title: ARE YOU SAFETY CONSCIOUS AS YOU SHOP? (III.A(2))

Grade Level: Primary/Intermediate

Procedure: With your family's help, list 10 products you have bought yourself or helped your family select recently. Then list your reasons for selecting each one by putting a check in the appropriate column. Finally, try to think of any possible risk, injury or hazard that might be related to this product. How could you prevent the injury?

PRODUCT	REASON FOR SELECTING THE ONE YOU BOUGHT						POSSIBLE INJURY
	Bought on impulse.	Persuaded by advertising.	Because my friends have one.	Parent or teacher told me to.	I needed it.	It was the safest one of all I could have chosen.	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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Title: "Let's Be Honest" (III.A(5))

Grade Level: Primary/Intermediate

Materials: Paper, art materials

Procedure:

1. Discuss honesty in the supermarket.
2. Discuss forms of dishonesty i.e. sampling fruits, vegetables, opening sealed packages to check contents, taking just one piece of candy.
3. What can stores do to prevent people from stealing or shoplifting?
4. Draw pictures or write stories about dishonest activities people try to do in stores.
5. Discuss each picture or story.

Follow Up: Invite a speaker from the security department of a large store to talk about what stores do to combat dishonesty.

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Title: Dangerous Items (III.C(1))

Grade Level: Primary/Intermediate

Check Office of Consumer Affairs bulletins for lists of "dangerous" items such as toys.

Discuss how such lists benefit society.

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Title: "Drop Me A Line" (III.E(1))

Grade Level: Primary/Intermediate

Discuss with the class the use of letter writing as a means of getting the attention of a manufacturer for reasons of complaint or praise.

Have class separate into groups or work individually to write a letter to a manufacturer of a designated product. It may be a letter of praise or complaint. Each letter should give the name of the product, when it was used and other specific details. Addresses will be found on the container for the products.

A bulletin board display could be made of student letters and responses received from the manufacturers involved.

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Title: "The Bubble Bath" (III.A(5))

Grade Level: Intermediate

Materials: Baby food jars, samples of soaps and detergents, measuring spoons, water.

Procedure: Assign each student to bring in a sample of dish-washing soap, detergent, and/or bar soap. Fill same size jar with water and equal soap samples. Shake jar.

Evaluation: Discussion - What is the difference in the suds level? How does this affect the environment? Which suds last the longest? Whose responsibility is it to protect the environment?

Follow Up: Set up 2 plants, each in a separate pot. Water one plant with tap or collected rain water, the other with suds water. Chart the growth and development of each plant.

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Title: "Protecting The Consumer" (III.C.(1))

Grade Level: Intermediate

Materials: Paper and Pencil

Procedure:

1. Discuss with the children the role of the Federal Trade Commission or other regulatory agencies. (The FTC tries to prevent unfair business practices, deceptive ads ad unfair contracts).

2. Discuss some of the laws and rules established by the FTC, e.g. anyone who signs a contract for $25 or more can just cancel it in writing within three days.

3. How can this rule help and protect the consumer? What situations might make the consumer cancel a contract?

4. Discuss what is a contract? Why do people put their agreements in writng? What different kinds of contracts are there? (e.g. leases, insurance, credit agreement, etc.)

Follow Up:

a) Let the children write contracts for each other for services or toys to be exchanged.

b) Invite a speaker from a regional office of a regulatory agency to speak to the class about laws to protect the consumer.

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MIDDLE LEVEL

Title: LET'S WRITE A LETTER (III.E(1))

Grade Level: Middle

Materials: Composition paper, sample letters to the editor and hand-out letter.

Procedure: Bring in sample letters to the editor found in magazines. Discuss how these letters are letters of complaint or praise. Discuss how this is one way the consumer can express his opinion.

Let the students discuss products such as clothes, games or sports equipment they have recently purchased. What did they like about it? What didn't they like about it?

Each student selects one item that he/she would like to write a letter about. Discuss how they can find out the company's address (most stores will cooperate to help you find out a company's address if it is not on the product).

Each student composes a letter of praise or complaint or a request.

Each student reads the letter to the class. Discuss how each letter gets the consumer's message across if he/she is satisfied or dissatisfied.

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Title: "THE RIGHTS & RESPONSIBILITIES" GAME (III.E(3))

Grade Level: Middle

Procedure: Students are divided into groups of three or four and given a "situation" which has an unsatisfied consumer in it. Students are given sufficient time to plan how to role play the situation. After each group has presented its problem and its solution, the class will evaluate the method of recourse and perhaps suggest other avenues.

Evaluation: Each student will deal with a consumer complaint he/she had and write up a critique of what happened, how he/she dealt with it, the results and what he/she might have done differently (long term).

SITUATION

1. A person purchases a stolen radio. It played fine for one week. After that time, the radio no longer plays. What do you do?
2. A family purchases a television set in one state and later moves across country. What do they do when the set needs repair and is still under warranty?
3. A photographer takes a roll of film with twenty pictures on it. He pays in advance and when he receives the developed pictures, only three came out through no fault of the photographer. What should he do?
4. You take your car in for a tune-up. A verbal estimate was given for $100. When you return, the bill is $200. What can you do?
5. You read in the newspaper that there is a sale on candy and gum in the local supermarket. When you get to the store, you realize that none of the items are at the sale price. Do you pay the price marked on the item or the price advertised?

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6. You shop in a supermarket and select food which you have coupons for. When you get to the register, the cashier tells you all your coupons have expired. What do you do?

7. You purchase an album in the record shop. When you get home, you notice a large scratch in the record which you did not put there. You immediately return to the store and the manager refuses to give you back your money or exchange the album. What do you do?

8. You have finally saved enough money to purchase a video game. The day after you purchase it, you see an ad in the local paper that shows the same video game for $10 less. What can you do?

9. Your family goes to an Italian restaurant for dinner. After reading the menu, you decide on the "homemade lasagna." After eating the meal, you go out to your car and notice empty boxes of frozen lasagna in the garbage cans behind the restaurant. What can you do?

10. A homeowner has a 250-gallon oil tank in his basement. The company comes and fills the tank for 80¢/gallon. When you receive the bill for the oil, you notice they have charged you $1.00/gallon. What do you do?

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Title: ROLE PLAYING (III.E(3))

Grade Level: Middle

Procedure: Let one student be a sales clerk in a store and one student be a customer. Have them demonstrate:

The customer has right to expect

- polite treatment
- honest measure and honest change
- honest advertising
- proper care of the goods he/she's buying

The customer has the responsibility to consider other people's rights.

The customer has the responsibility to respect the store owner's property.

Contributed by Mary Deming, Rogers Park Junior High School, Danbury CT

Title: CONSUMER EXPECTATIONS (III.E(7))

Grade Level: Middle

A. Using the following case study as the focus, the student will be able to identify the roles of the consumer, the producer and the citizens by answering the questions at the end of the story.

Joe Myers is a classmate. Joe has been saving his money, earned from his paper route, for some time. Joe uses a bicycle on his paper route but at the present time he is using the bike that belongs to his older brother. Joe would like to have a bike of his own and will probably have to give up his brother's bike soon. Joe has seen an ad in the paper advertising a sale on bikes at one of the local department stores. The bike that he would like to have is on sale and he has enough money saved to purchase the bike. Joe goes to the store, looks over the bikes that are on sale and purchases the bike that he feels will help him deliver his papers. He is pleased with his new bike. In Joe's community the local police will provide an optional permanent license for bikes that will serve as identification in case the bike is lost or stolen. The cost of the license is $2. Joe decided to purchase the bike license for protection.

1. When was Joe acting in the role as a consumer?
2. In what way does Joe act in the role of a producer?
3. In which of the activities in the story did Joe assume the role of an economic citizen?

Directions for the teacher:

1. Reproduce the story on ditto and/or tape for the students to read or hear.
2. Put the words consumer, producer and citizen on the board for the students and indicate to the students that these are the ideas that the students are looking for in the story. It may be necessary to discuss the ideas with the students if this is their first look at these economic roles or it may be enough simply to put the words before them for emphasis.

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3. After students have read or heard the story, have each student respond to the questions by:

   a. drawing a picture of Joe in each of his roles.
   b. writing a brief answer to each question.

4. Ask each student to identify situations in which he serves in each of these roles.

B. Using the preceding case study as the focus, the student will list at least three of the following expectations that Joe might have about his purchase - his rights as a consumer:

   1. The right to expect the bike to be put together in a safe way - no defects.
   2. The right to be informed about the operation and care of the vehicle.
   3. The right to expect that the advertised sale price was a savings over the actual selling price.
   4. The right to expect the bike was complete - no parts missing.
   5. The right to expect that the bike meets the standards for all bikes of equal size and quality.

Directions for the teacher:

1. The students may have to be led to identifying these rights through class discussion. How much discussion depends on the particular class and grade level.
2. Use another item for the focus of the class discussion and ask the students then to transfer their understanding of the rights of the consumer, as developed in the story of Joe, and list three rights that the student has related to an item under discussion.

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C. Using the story of Joe as the focus and adding the following data, the student will identify the related responsibilities of the consumer that Joe did not perform:

1. Joe found out that the bike could not be licensed because it did not meet the safety standards established by his city.
2. The bike required extensive maintenance with specially designed tools that Joe did not have.
3. Other data added by the teacher that may seem appropriate.

Directions for the teacher:

1. It may be necessary to introduce the idea of consumer responsibilities in a discussion before giving the data to the students.
2. As a culminating activity to be used with the story about Joe, ask the upper level students to "put it all together" by preparing a chart that shows Joe in his consumer role, the corresponding rights that he had in that role and the responsibilities related to these rights.

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SECONDARY/ADULT

LEVELS

Title: PROTECTING THE CONSUMER (III.C(3))

Grade Level: Secondary

Procedure:

1. Discuss with the students the role of the Federal Trade Commission or other regulatory agencies. (The FTC tries to prevent unfair business practices, like deceptive ads and unfair contracts.)
2. Discuss some of the laws and rules established by the FTC. Ex. "Anyone who signs a contract for $25 or more can just cancel it in writing anytime before 3 days are up."
3. How can this rule help and protect the consumer? What situations might make the consumer cancel a contract?
4. Discuss what is a contract. Why do people put their agreements in writing? What different kinds of contracts are there? (i.e., leases, insurance, credit agreements, etc.)

Follow Up:

a. Let the students write contracts for each other for services or products to be exchanged.
b. Invite a speaker from a regional office of a regulatory agency to speak to the class about laws to protect the consumer.

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Title: LEASES (III,B(7))

Grade Level: Secondary/Adult

Materials: Leases teacher and students will bring to class.

Procedure: Students will read their rental leases and discuss what are the major points that must be understood before signing a lease to rent an apartment.

Identify and discuss problem related to:

1. security payments
2. restrictions on the tenant as far as noise, pets, guests
3. making changes in the apartment must be carefully read and understood
4. fuel cost adjustment and other utility costs
5. length of time of lease and grounds for breaking lease
6. right of the owner to turn the apartment into a condominium or cooperative.

Have students suggest changes in their leases which would benefit the tenant.

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Title: BUYING ON TIME (III.C(7))

Grade Level: Secondary/Adult

Materials: Sales Contract for an installment purchase and provisions of Truth-In-Lending Act.

Procedure: Teacher and students will bring in copies of contract of goods purchased on the installment plan. The students will discuss how important this form of purchase is. (About 27% of retail sales are made on installment credit but for low income people the figure is 93%).

What is the effect on the price of the goods of buying it on installment?

The students will read the provisions of the Truth-In-Lending Act and discuss how it does protect one by requiring that the finance charges and the true annual interest rate must be stated clearly. The students will define what the finance charge is and figure out the true annual interest rate on the following loan:

> John has made a down payment of $100 on a $2000 second-hand car. He has borrowed $1000 at 10% interest and he must pay it back in 11 months. What is his true interest rate? Note that although he pays back $500 of the balance after 5 months, he is still paying 10% on the $1000. The Truth-In-Lending Act makes these costs of installment clear to the purchaser but it does not prohibit high interest rates or limit finance charges.

The students should go over the sales contract to make sure that all the provisions are clearly understood.

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The purchaser must be especially clear on what the provisions are if the goods purchased are defective. Questions to be considered include:

What happens if the purchaser fails to make the monthly payments?

Is the company entitled not only to repossess the purchased item but another item to compensate for the loss?

Does the sales contract for a car require a specified type of insurance?

What additional costs will this insurance entail?

How much more will it cost to buy the goods by installment than by cash?

Are other credit opportunities available to reduce the costs of the loan?

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Title: WHERE DO YOU GO FOR HELP? (III.D.(1))

Grade Level: Secondary/Adult

Materials: List of agencies which provide help for the needy consumer

Procedure: Group leader or teacher will give the group a list of problems facing needy consumers in the community. The group members are to check lists of agencies with their services and eligibility of action each person should take to receive help.

Cases:

1. 72-year old retired plumber who fell on ice and broke hip.
2. 23-year old woman with five children. She has no husband and is pregnant again. She has not finished high school.
3. An ex-offender is released from prison with new clothes. She was a high school dropout and has only limited machine shop experience from her five years in prison.
4. 35-year old woman with two children. She was recently divorced, and has not worked for ten years.
5. John Somes is a 10-year old boy with sickle cell anemia. His family has an income of less than $8,000 a year.
6. Mrs. Balck is 45, recently widowed, with three children under the age of 18.
7. Mr. Sower, age 55, a custodian in an apartment house, suspects he has glacoma. His income is below $8,000.
8. Robert Evans is a recoverd alcoholic. He has never held down a job and must develop work skills.

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9. The automobile plant closed and laid off Jean Green.

10. Mr. and Mrs. Wilson's landlord threatens to evict them because some tenants complained thet their children bother them.

11. A flood ruined the basement and much of the furniture and appliances of the Jones family. The Jones had no flood insurance and an income of $10,000.

12. Students in group will be encouraged to add cases they may know about to add to their list.

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Title: COMPLAINING (III.D(1))

Grade Level: Secondary/Adult

Materials:

1. A list of community agencies and government agencies which are of service in a complaint situation.
2. A list of steps used in decision-making process.

Procedure:

Role play a similar problem to those listed using steps in decision-making process. Ask students what they would do if faced with the following problems. Choose a course of action from handout or suggest a course of action of their own.

Divide students into groups. Have each group choose one of the following problems and role play a solution:

1. The chicken you bought smelled bad.
2. Someone forged your name on a check.
3. You sent away for a tote bag that was advertised. When you received it, you found it didn't look like the picture in the ad.
4. You received a record in the mail you did not order.
5. You bought a sump pump that broke down the next time the basement flooded.
6. The telephone company charged you for a long-distance call to Rome that you didn't make. They threatened to cut off service if you didn't pay the bill.
7. You bought a stereo on installment. The stereo kept breaking down but the company would not give you your money back.

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8. You bought a shampoo which claimed to give your hair more body. You found no difference in your hair after using the shampoo.

9. The second-hand car you bought with a three-month guarantee broke down after a month. The dealer claimed the breakdown was not covered by the guarantee.

10. The frozen pizza you heated and ate made you sick.

Have the class discuss and draw conclusions about the effectiveness of the complaint resolutions presented.

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Title: CONSUMER PROBLEM-SOLVING (III.D(5))

Grade Level: Secondary/Adult

Procedure: Choose a consumer problem that you have recently encountered and then analyze it carefully in terms of the following questions:

1. What is the problem(s) that needs solving.
2. What (if any) government agency might provide assistance in solving this problem?
3. What (if any) private agency might provide assistance in solving this problem?
4. Why would you choose the particular agency(ies) that you did to assist you with this problem?
5. What particular function(s) does the agency(ies) perform that might help you in solving this problem?

Adapted with permission from Consumer Education, Guide for Survival Skills, II, Office of Home Economics, Division of Vocational Education, Baltimore City Public Schools, 1979.

Title: "CAVEAT EMPTOR" ** (III.E(8))

Grade Level: Secondary/Adult

Procedure: The teacher will write "Caveat Emptor"** on the board and ask if any students know its meaning. They will discuss its origins and how it reveals that consumers have been having problems for centuries. Students will be divided into groups to develop brief dramatizations of consumer fraud situations which they will tape. The students will either be asked to dramatize their own material or the teacher will give each group a situation such as the following to develop:

SITUATIONS

1. Door-to-door salesman selling an encyclopedia at a reduced rate if customer will give the names of five people who might be interested in the encyclopedia.
2. High school student goes to new sports store to see a new type of tennis racket advertised at a bargain. Salesperson shows the racket but says that for this individual she would certainly recommend a better quality which costs $15 more than the advertised racket.
3. A flyer is received in the mail that a free stereo is offered if you join the record club. You will have to buy only 48 records at a cost of $7.00 per record in 18 months.
4. A used car is advertised at only $1000. High school student goes down to dealer to look at car. Dealer lifts up the hood for a one-minute view and then drives student around the block. Dealer explains that with the cost of taxes, insurance, handling charges, etc., the total cost will be $1400. If credit is needed - it would cost a total of $1900 with interest on loan and finance charges.

** Consumer Beware

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Students would play tapes to other members of class and they would analyze what frauds were being perpetrated on the consumer and how the consumer could protect himself from such frauds. The students would discuss if any laws do protect the consumer against such frauds now, such as the Truth-In-Lending Act, which states that the annual interest rate must be stated when a person is borrowing money. In the first case, the student will note that no comparative pricing is possible. The second case reveals the fradulent practice of bait and switch. In case three, the students will note that the price of the records adds up to the price of the stereo. The records are probably old, worthless records. In the final case, the student did not have time to check the car with a mechanic and the advertising was less than candid in not including total costs.

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IV.

ROLE OF CONSUMER IN OUR ECONOMIC SYSTEM

PRIMARY/INTERMEDIATE

LEVELS

Title: THE FIVE AND DIME STORE (SATISFYING WANTS) (IV.A(1))

Grade Level: 1

Rationale for Activity: This activity develops an understanding of difference in prices and/or the amount of money required to purchase different goods. Students help to generate a list of items that can be purchased for 5¢, 10¢ and $1.00. Encourage fluency (listing as many items as possible) as this helps to stretch the students' understanding of price differences.

Objective: The students will name goods and/or services that can be purchased for 5¢, 10¢ and $1.00 (the object is to clarify the differences in prices of goods and services and to elaborate on the generalization that purchases require money income).

Materials:

1. A large piece of paper for each list (i.e., the 5¢ List, the 10¢ List, etc.)
2. Materials needed for listing students contributions (felt pen, crayons, etc.)

Procedure:

1. The 5¢ List, the 10¢ List, etc. should be displayed (these lists could be in the form of a bulletin board, butcher paper covering the chalk board, designated areas on a table, etc.)
2. Present the students with a series of objects, wrappers, word cards, etc., and ask them to designate the appropriate list (gum-the 10¢ List, a kite-the $1.00 List, etc.)

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3. Ask them to add more items to each list (students could be assigned a list and challenged to find at least 15 items for their list). Other constraints could be added to the lists for more advanced students (i.e., "Can you find 10 tools that cost less than $1.00 but more than 50¢?").

4. Using two items from two different price lists, ask the students how much money income would be required to purchase the paired items (e.g., gum and kite - $1.10). Why are some goods priced at 5¢ and others at $1.00?

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Title: MONEY IN - MONEY OUT (IV.B(2))

Grade Level: Primary / Intermediate

Materials: Paper, pencils

Procedure:

1. Make a chart to show the difference between ten dollars a month in the piggy bank and ten dollars a month in the bank. (Most local banks will provide the interest amount to add on if class cannot compute at the present rate.)
2. Show how the money in the bank is used by the bank to reinvest in the community. People come for loans for various reasons- ask the class to name some reasons people might apply for a loan. How does the bank make money on a loan?
3. Make a collage of pictures showing some things which could be purchased with the help of a bank loan.

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Title: ADVERTISING GETS YOU TO BUY (IV.F(1))

Grade Level: Primary/Intermediate

Procedure: Introduce fifteen ways ads try to get you to buy their products:

1. Basic aid
2. Eye appeal
3. Happy family appeal
4. An expert says
5. Famous people say
6. Everybody likes
7. Snob appeal
8. Youth appeal
9. Symbols
10. It's new
11. Humble approach
12. Statistics
13. Concern for the good of the public or individual
14. Romantic appeal

Discuss the similarities and differences. Explain subtleties in advertising.

Choose one of fifteen approaches and have students find ads in magazines, newspapers, pamphlets, etc. to match that approach. Make a bulletin board displaying several different approaches properly labeled.

Variation: Choose several advertisements, match them to the numbered approach. Make a bulletin board with the fifteen approaches and one advertisement for each approach. Stretch string from advertisement to the numbered approach.

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MIDDLE LEVEL

Title: LET'S WRITE A CHECK (IV.B(5))

Grade Level: Middle

Procedure:

1. Exhibit pictures or samples of coin and currency from other countries.
2. Explain that a check is a form of money. It is an order to the bank to pay a certain amount of money out of the checkwriter's checking account to the person or firm named on the check. Most (about 90%) of the money used in the U.S. is in the form of checks.
3. Discuss the reasons checks are so widely used:
   a. less risk to loss
   b. more convenient to carry
   c. more convenient to send through mail
   d. provides a record of payment
4. Pass out sample check form and discuss.
5. Ditto individual copies of a blank check and stub to let the students try writing a check.

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Number _____ $_____
Date _____ 19_____
To _____
For _____

	Dollars	Cents
Old Bal.		
Deposit		
Total		
Amt. of Check		
New Bal.		

Your Bank U.S.A.
Your Town, Your State

Number _____

246
472

Date _____, 19 _____

Pay to the order of _____

_____ Dollars

_____ _____

1:472...00231: 213...694...6

Number _____ $_____
Date _____ 19_____
To _____
For _____

	Dollars	Cents
Old Bal.		
Deposit		
Total		
Amt. of Check		
New Bal.		

Your Bank U.S.A.
Your Town, Your State

Number _____

246
472

Date _____, 19 _____

Pay to the order of _____

_____ Dollars

_____

1:472...00231: 213...694...6

Number _____ $_____
Date _____ 19 _____
To _____
For _____

	Dollars	Cents
Old Bal.		
Deposit		
Total		
Amt. of Check		
New Bal.		

Your Bank U.S.A.
Your Town, Your State

Number _____

246
472

Date _____, 19 _____

Pay to the order of _____

_____ Dollars

_____

1:472...00231: 213...694...6

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Title: COMPARISON SHOPPING (IV.C(1))

Grade Level: Middle

Procedure:

1. Have the students go through the papers and get samples of several store ads where they could buy a similar product- a bicycle or a pair of jeans, etc. Or have the students verbally list stores where they shop with their parents for clothing or some other item.
2. Discuss the advantages and disadvantages of shopping in each type of store.

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Title: DISCOUNT VERSUS DEPARTMENT (IV.C(3))

Grade Level: Middle

1. Describe the physical set up of each store (describe the number of floors, the number of departments, the way the clothes are arranged, the way the clothes are displayed, the variety of clothes and the cashier system).

   Discount Department

2. Describe the services that the salespeople provide:

   Discount Department

3. See if the clothes in each store are made well (Do the plaids match, are there any loose threads, are the buttons on tight, are the seams finished, are the hems straight?)

   Discount Department

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4. Determine in each store the price, quality and washing instructions for corduroy slacks, a cotton shirt or for the same article you selected to make at the fabric store.

Discount Department

5. Explain the advantages and disadvantages of the different cashier systems in each store. (Essay question to be answered in school.)

Discount Department

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Title: A MARKET IN WHEAT (IV.D(1))

Grade Level: 7-9

Time Required: Two or three class periods

Major Concepts:
Supply
Demand
Market price
Price mechanism

Related Concepts:
Charting
Equilibrium price
Competitive market
Voluntary exchange

Instructional Objectives: Students will:

Experience what it is like to be buyers and sellers in a competitive marketplace

Make generalizations about and discuss the nature of the competitive marketplace

Observe that prices tend to move toward equilibrium in a competitive marketplace

Define supply and demand

Explain the law of supply and demand

Rationale: The game is designed to convey to students how a competitive market works. Although most produce and service markets are not as competitive as the wheat market in this activity, students can begin to understand how prices are generally determined in any market by the forces of supply and demand.

Materials: Thirty-two buy (Figure 1) and 32 sell cards (Figure 2). Make cards according to the following distribution:

BUY CARDS

Buy Price	No.
$3.50	2
3.70	2
3.90	2
4.10	2
4.30	4
4.50	4
4.70	4
4.90	4
5.10	4
5.30	4

SELL CARDS

Sell Price	No.
$3.50	4
3.70	6
3.90	6
4.10	4
4.30	4
4.50	2
4.70	2
4.90	2
5.10	2

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Transparency of Figure 3.

Classroom sets of copies of handouts 1, 2, and 3, 4, and 5.

Set of sellers' armbands, as described in Handout 1. Prepare these ahead of time.

NOTE: This activity requires a class of at least 25 students to be effective. Up to 50 students can participate if the room is large enough.

Procedure:

1. Read Handout 1 with students. (NOTE: You may wish to designate a student to handle the distribution and receipt of the buy and sell cards during the game and another to record each transaction on the tally sheet. Buy and sell cards should be kept separately and shuffled between rounds.)
2. Clear center of room and designate it as the marketplace.
3. Divide class into two equal groups. One group will be sellers, the other the buyers. Explain that buyers will be buyers throughout the game, and sellers will be sellers throughout the game. Give sellers their armbands.
4. Hand out individual score sheets (Handout 2) on which participants can record their transactions. Review details of the score sheet if necessary.
5. Make sure students understand how to calculate "profit" on their score sheets.
6. Explain that you will conduct five rounds of trading sessions of five minutes each. After the first round, tell students it was for practice but that the next four rounds will count. Announce to the students when one minute remains in each round.
7. After each trading round, allow students time to figure their net losses and gains - their "profit." Before discussion (Procedure 10) have students calculate their total profit or loss in rounds 2 through 5.
8. Encourage students to make as many deals as they can in the time permitted. Explain that it is permissible to take a loss in order to get a new transaction card. Try not to give away the fact that the students who will have the highest profits are usually those who engage in the most transactions. This fact will be "discovered" during the discussion following completion of the game (Procedure 10).
9. During nontrading time between rounds 1 and 2, direct students' attention to the market record on the tally sheet. Say that it contains useful information for them. Do not elaborate.

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10. Conduct postgame discussion:

    a. What was the price the wheat was most frequently sold at in each round? (Have students examine data on their score sheets and on the class tally sheet.)

    b. In which round was there the greatest spread in price? (Examine data.)

    c. Why did the prices become more clustered? (Greater competition is the most important cause for the clustering of prices. This phenomenon represents the tendency of a competitive market to move toward an equilibrium price as information increases.)

    d. Who determined the "market price" for wheat, buyers or sellers? (Both buyers and sellers did by their interaction in the marketplace.)

    e. How did supply and demand (sellers and buyers) influence price? (Sellers tried to get higher prices; buyers tried to get lower prices. Because there was competition among members of each group, no one could exercise control over the price.)

    f. Why were some students able to make more total profits than others? (Probable answer: They were able to conclude many transactions, each of which yielded a small profit.)

11. The buy and sell cards may also be used for an exercise in graphing. The information on the cards can be converted into supply and demand schedules and employed to construct a graph. The graph will consist of a line for market supply and a line for market demand. The point at which the lines intersect represents the market price for these schedules of supply and demand.

    Give the students Handouts 3 (blank graph) and 4 (the summarized data). Tell the students to construct the graph by placing dots at the points that correspond to all the combinations of prices and quantities given in the supply schedule on Handout 4. They should then do the same, but using crosses instead of dots, for the demand schedule. Connecting the supply dots produces the supply schedule; connecting the demand crosses produces the demand schedule. Remind the students to label each curve. When they have finished, project the accompanying completed graph or give each student a copy of it.

    The graph indicates that, if given enough time, a perfectly competitive market would reach an equilibrium price of $4.30 per bushel and that 240 bushels of wheat would be sold at that price. Obviously, a price of about $4.30 will not prevail until students have

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played a few rounds or until they get the full hang of the game. But as the students' experience accumulates, their transactions should start to move toward the equilibrium price.

12. After students complete the graphing exercise, ask:

    a. What does the demand schedule show? (The quantities of wheat demanded at various prices. Explain to students that this schedule is what economists mean by the shorthand term "demand.")

    b. What does the supply schedule show? (The quantities of wheat supplied at various prices. Explain to students that this is what economists mean by the shorthand term "supply.")

    c. What relationship exists between the price of a good or service and the quantity people are willing to buy? (When prices rise the quantity demanded decreases, and vice versa - assuming other conditions remain unchanged.)

    d. What relationship exists between the price of a good or service and the quantity people are willing to supply or produce? (When prices rise, the quantity supplied increases, and vice versa - assuming other conditions remain unchanged.)

13. Optional. Use to show the effects of changes in supply and in demand on price.

    a. Conduct one or more additional rounds of the game but cut the number of sell cards of each denomination in half. Have students record their transaction prices and their gains or losses on their score sheets. Examine the tally sheet and ask students to explain how and why prices changed as they did. (Prices should have increased because of restricted supply.)

    b. Next, conduct one or more additional rounds with the number of buy cards of each denomination cut in half. Have students record their transactions. Examine the tally sheet and ask students to explain how and why prices changed as they did. (Prices should have decreased because of reduced demand.)

Evaluation:

1. Assess the quality of student contributions to class discussions.

2. Have students take the Market Game Test (Handout 5).

    a. What does the term "supply" mean? (The amount of a good or service that would be offered for sale at various prices.)

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b. What does the term "demand" mean? (The amount of a good or service that buyers would be willing to purchase at various prices.)

c. In your own words, explain the law of supply and demand, i.e., (1) the relationship between quantity supplied and price and (2) the relationship between quantity demanded and price. (Assuming other conditions remain unchanged, when price increases, the quantity demanded decreases, and when price decreases, the quantity demanded increases; when prices rise, the quantity supplied increases, and when prices fall, the quantity supplied decreases.)

d. Use the following terms to complete the sentence below. You will not need to use all of the terms.

increase remain unchanged be less
decrease be greater

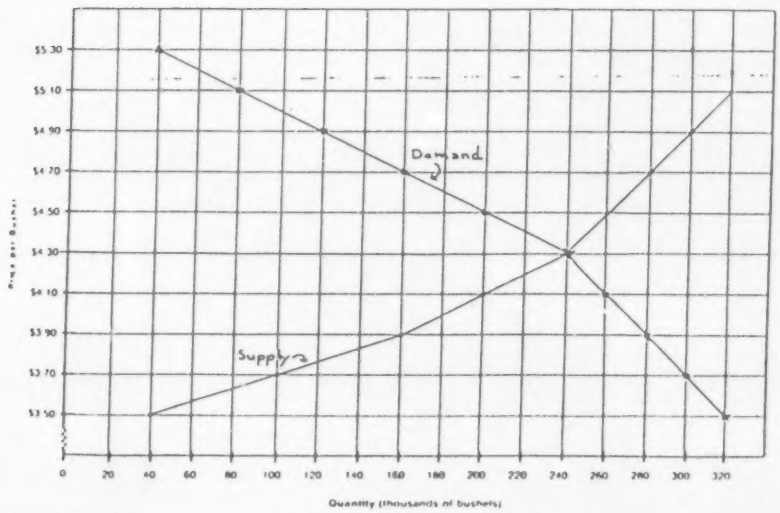
(1) If everything else remains the same, the amount of wheat available for sale at a price of $4.90 per bushel would probably be greater than the amount available for sale at a price of $3.90 per bushel.

(2) However, the demand for wheat would be less at $4.90 than at $3.90 ber bushel.

(3) All things being equal, if less wheat were demanded then the prices charged for wheat would probably decrease.

(4) If the amount of wheat for sale doubled and the amount of wheat people were willing to buy doubled, the price would probably remain unchanged.

WHEAT SUPPLY AND DEMAND



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Handout 1

HOW TO PLAY "A MARKET IN WHEAT"

Read these instructions carefully as your teacher reads them aloud.

1. The students who wear arm bands are SELLERS of wheat
2. The students without arm bands are BUYERS of wheat.
3. Each buyer will have only one buy order at a time. It will say, "You are authorized to **buy** 10 bushels of wheat, paying as **little** as possible. If you pay more than _____ per bushel, for a total of _____, you lose money." The exact price and total will be written on the order. DO NOT REVEAL THE PRICE. Record the price on your buy order on your student score sheet. When the round starts, try to buy at the lowest price you can. You may buy at a price higher than that on your buy card in order to obtain your wheat. As soon as you have bought wheat, record the transaction on your score sheet. Then, turn the two cards in and get another buy order from the teacher. If you have bought no wheat during a round, get a different buy order from the teacher before the start of the next round.
4. Each seller will have only one sell order at a time. It will say, "You are authorized to **SELL** 10 bushels of wheat for as **much** as possible. If you accept less than _____ per bushel, for a total of _____, you lose money." The exact price and total will be written on the order. DO NOT REVEAL THE PRICE. Record the price on your sell order on your student score sheet. When the round starts, try to sell your wheat at the highest price you can. You may sell at a price lower than that on your sell order in order to get rid of your wheat. As soon as you have sold wheat, record the transaction on your score sheet. Then go to the teacher to report the selling price and get another card. If you have sold no wheat during a round, get a different sell order from the teacher before the start of the next round. Remember, the SELLER reports the price.
5. When the teacher says "Start," sellers and buyers should meet and try to agree on a price for 10 bushels of wheat. Any buyer can talk with any seller.
6. The goal of both buyers and sellers is to make a profit. The buyers do so by buying wheat for a lower price than is shown on their cards. The sellers do so by selling for a higher price than is on their cards.
7. All students are free to make as many transactions in a round as time permits.
8. Every time a seller reports an agreement to the teacher, it will be entered on the tally sheet the teacher is keeping. WATCH THE TALLY SHEET SO THAT YOU WILL KNOW WHAT PRICES ARE BEING PAID.
9. As soon as buyers and sellers receive new cards during a round, they should return to the market to try to reach another agreement with each other or with different buyers and sellers.

HOW TO USE THE SCORE SHEET (Handout 2)

Keep track of your progress during the game on this score sheet. Tally your gains and losses by taking the difference between the dollar worth of the ten bushels as stated on your card and the dollar worth of the transaction.

If you are a buyer, you will make a gain if you buy at a lower total than the amount shown on your card. If you buy at a higher total, you will suffer a loss.

If you are a seller, you will gain if you sell at a higher total than the amount shown on your card. At a lower total, you will suffer a loss.

When the teacher instructs you to do so, total your gains and losses and write them in the designated spaces.

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Handout 2

SCORE SHEET FOR "A MARKET IN WHEAT"

Name _____ Class _____

Circle one: Buyer Seller

Transaction Number	Price per Bushel		Dollar Worth of 10 Bushels		Gain	Loss	Profit (gain minus loss)
	On Card	In Transaction	On Card	In Transaction			
1							
2							
3							
4							
TOTAL FOR ROUND 1							
1							
2							
3							
4							
TOTAL FOR ROUND 2							
1							
2							
3							
4							
TOTAL FOR ROUND 3							
1							
2							
3							
4							
TOTAL FOR ROUND 4							
1							
2							
3							
4							
TOTAL FOR ROUND 5							
GRAND TOTAL							

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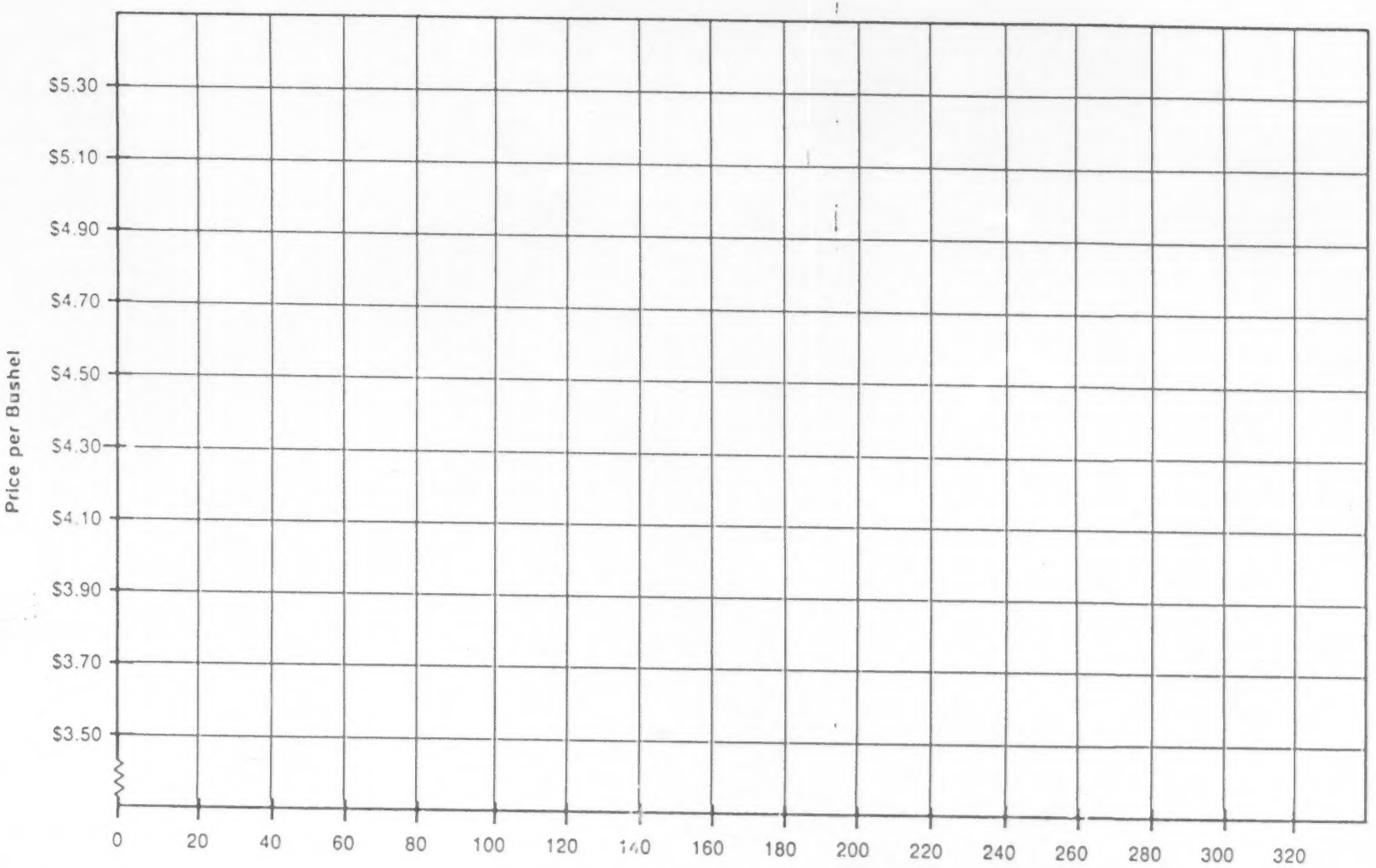
Handout -3

WHEAT SUPPLY AND DEMAND



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Handout -4

Price	No. of Sellers Willing to Sell 10 Bushels of Wheat at the Price Indicated or at a Higher Price	Supply Schedule (cumulative no. of bushels of wheat available for sale at the price indicated or at a higher price)
$3.50	4 sellers (= 40 bushels)	40
3.70	6 sellers (= 60 bushels)	100
3.90	6 sellers (= 60 bushels)	160
4.10	4 sellers (= 40 bushels)	200
4.30	4 sellers (= 40 bushels)	240
4.50	2 sellers (= 20 bushels)	260
4.70	2 sellers (= 20 bushels)	280
4.90	2 sellers (= 20 bushels)	300
5.10	2 sellers (= 20 bushels)	320

Price	No. of Buyers Willing to Buy 10 Bushels of Wheat at the Price Indicated or at a Lower Price	Demand Schedule (cumulative no. of bushels of wheat buyers would be willing to buy at the price indicated or at a lower price)
$5.30	4 buyers (= 40 bushels)	40
5.10	4 buyers (= 40 bushels)	80
4.90	4 buyers (= 40 bushels)	120
4.70	4 buyers (= 40 bushels)	160
4.50	4 buyers (= 40 bushels)	200
4.30	4 buyers (= 40 bushels)	240
4.10	2 buyers (= 20 bushels)	260
3.90	2 buyers (= 20 bushels)	280
3.70	2 buyers (= 20 bushels)	300
3.50	2 buyers (= 20 bushels)	320

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Handout 5

MARKET GAME TEST

Name _____ Class _____

a. What does the term "supply" mean? _____

_____

_____

_____

b. What does the term "demand" mean? _____

_____

_____

_____

c. In your own words, explain the law of supply and demand, i.e. (1) the relationship between quantity supplied and price and (2) the relationship between quantity demanded and price. _____

_____

_____

_____

d. Use the following terms to complete the sentences below. You will not need to use all of the terms.

increase
decrease
remain unchanged
be less
be greater

(1) If everything else remains the same, the amount of wheat available for sale at a price of $4.90 per bushel would probably _____ than the amount available for sale at a price of $3.90 per bushel.

(2) However, the demand for wheat would _____ at $4.90 than at $3.90 per bushel.

(3) All things being equal, if less wheat were demanded then the prices charged for wheat would probably _____.

(4) If the amount of wheat for sale doubled and the amount of wheat people were willing to buy doubled, the price would probably _____.

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Figure 1

BUY CARDS

You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $5.30 per bushel, for a total of $53.00, you lose money.	You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $5.10 per bushel, for a total of $51.00, you lose money.	You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $4.90 per bushel, for a total of $49.00, you lose money.
You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $4.70 per bushel, for a total of $47.00, you lose money.	You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $4.50 per bushel, for a total of $45.00, you lose money.	You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $4.30 per bushel, for a total of $43.00, you lose money.
You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $4.10 per bushel, for a total of $41.00, you lose money.	You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $3.90 per bushel, for a total of $39.00, you lose money.	You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $3.70 per bushel, for a total of $37.00, you lose money.
	You are authorized to BUY 10 bushels of wheat, paying as little as possible. If you pay more than $3.50 per bushel, for a total of $35.00, you lose money.	

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Figure 2

SELL CARDS

You are authorized to **SELL** 10 bushels of wheat for as **much** as possible. If you accept less than $5.10 per bushel, for a total of $51.00, you lose money.	You are authorized to **SELL** 10 bushels of wheat for as **much** as possible. If you accept less than $4.90 per bushel, for a total of $49.00, you lose money.	You are authorized to **SELL** 10 bushels of wheat for as **much** as possible. If you accept less than $4.70 per bushel, for a total of $47.00, you lose money.
You are authorized to **SELL** 10 bushels of wheat for as **much** as possible. If you accept less than $4.50 per bushel, for a total of $45.00, you lose money.	You are authorized to **SELL** 10 busnels of wheat for as **much** as possible. If you accept less than $4.30 per bushel, for a total of $43.00, you lose money.	You are authorized to **SELL** 10 bushels of wheat for as **much** as possible. If you accept less than $4.10 per bushel, for a total of $41.00, you lose money.
You are authorized to **SELL** 10 bushels of wheat for as **much** as possible. If you accept less than $3.90 per bushel, for a total of $39.00, you lose money.	You are authorized to **SELL** 10 bushels of wheat for as **much** as possible. If you accept less than $3.70 per bushel, for a total of $37.00, you lose money.	You are authorized to **SELL** 10 bushels of wheat for as **much** as possible. If you accept less than $3.50 per bushel, for a total of $35.00, you lose money.

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Figure -3

CLASS TALLY SHEET

Price Per Bushel	Round 1	Round 2	Round 3	Round 4	Round 4	Total of Rounds 2-5
$3.50						
$3.70						
$3.90						
$4.10						
$4.30						
$4.50						
$4.70						
$4.90						
$5.10						
$5.30						

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Title: ADVERTISING HELPS YOU MAKE CHOICES(IV.F(4))

Grade Level: Middle

Objectives: Students will be able to list a number of advertising techniques.

Students will be introduced to the concept that advertisers try to motivate. They will try to get you to buy something or do something, etc.

Students will be aware that advertising can help us to make choices and shape values.

Procedure:

1. Discuss the kinds of advertising there are. Call on students to tell you. List these kinds on the board. (example, TV, radio, newspaper, posters, billboards, mail folders, sky writing, magazines, containers, store displays, etc.)
2. Have enough samples of advertising so that each student can be given one. Ask the students to stand and discusss their ads and tell how the advertiser is trying to make them use the product or service. Ask the students to tell why they would or would not use the product or service.
3. Have the students write a want ad to sell a used bike and try to get their classmates to want to buy it.
4. Have students make an ad to influence the class to eat breakfast.

Homework:

1. Make a bulletin board of game advertisements.
2. Collect travel folders of places you've been. Compare the places with how they really were and how the advertising pictured them.
3. Listen to TV commercials for one week. List ones that make you want to buy and ones that "turn you off".

Contributed by Mary Deming, Rogers Park Junior High School, Danbury CT

Title: HOW MANY CAN YOU NAME? (IV.F(5))

Grade Level: Middle

Procedure: The teacher will announce that there will be a contest between the classes to see which one can list the most ways that companies advertise. Students will brain storm in small groups to generate a master list of their class. The students will discover that in addition to the use of mass media, companies advertise by use of labels, posters, flyers, zeppelins, sky writing, symbols, souvenirs, match books, calendars, bill boards, ads on trucks, mass transit, neon signs, sandwich boards, etc. The pervasiveness of advertising and its unconscious influence on our attitudes and decisions will be discussed as a result of the students compiling the lists.

Variation: The teacher will tape a number of advertising jingles, slogans, catch-words which don't identify the product. After eliciting from the students their feelings about how much they think they're influenced by TV, the teacher will play the tapes and ask the students to identify as many as possible. The discussion following will reveal that the ads do make an impact, often unconsciously on the public, and influence our attitudes and buying habits.

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Title: DESIGN YOUR OWN AD FOR THE YELLOW PAGES (IV.F(6))

Grade Level: Middle

Student Directions: You have just opened your own business. Design an ad for your business to be placed in the yellow pages of your local phone book.

Include the following information in your ad:

1. name of business
2. location of business
3. phone numbers
4. hours open, day(s) closed
5. description/pictures, emblems of what you sell
6. slogan

and any other ideas!

Make your ad eye-catching in design. Print information on ad.

Reprinted with permission from Sue Hall, Griswold Elementary School, Jewett City CT

Title: PROPAGANDA TECHNIQUE WORKSHEET (IV.F(8))

Grade Level: Middle

Often advertisers approach customers with a solution to a problem. List the problem presented and the product which claims to solve the problem from commercials and advertisements. List the propaganda technique used to promote the product.

PROBLEM	PRODUCT	PROPAGANDA TECHNIQUE USED TO PROMOTE PRODUCT

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Title: THE ECONOMIC SYSTEM (IV.G(3))

Grade Level: Middle

Procedure: In this activity the student will be able to interpret the circular flow chart of our economic system by tracing a specific item through the flow chart.

Have the class compile a list of items they want. Adapt the activity to displine areas by using products of another region of the world or products of an earlier time in history. Instruct the class to narrow the list to ten items and discuss the possibility of an average person or family acquiring these items. Continue the discussion in this vein:

1. Where do these items come from?
2. Do communities benefit from the industries that produce these items?
3. What is the relationship of households to these industries?
4. Are there any government restrictions on these industries?
5. Are any of the products produced in countries other than the United States?

After the discussion, ask each student to draw a picture of his idea of how households, businesses, the government and all foreign trade are interrelated and explain the picture to the class. Have the class choose three or four of the pictures which best explain the flow of goods and money. Compare the students' pictures to the circular flow chart contained in the guide.

Present the students with the following problem: Choose an item from your list and explain, using the flow chart, how the decision to purchase or not to purchase affects the economy.

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Title: OUR COMPANY GAME (IV.G(3))

Grade Level: Middle

Procedure:

1. List the goals and characteristics of American capitalism on the board. Discuss each term allowing students to hypothesize as to its meaning. Keep these definitions for comparison at a later time.

2. Play "Our Company Game" using the following directions:

   a. In a recent survey conducted by junior high students, it was found that teenagers have a great desire for records of popular musical groups, latest clothing and soft drinks. All the students in the room have the opportunity to enter into the competitive market to attempt to satisfy these desires by becoming producers and have the right to the profits thereof. The manufacturing group which accumulates the most profit at the end of the year or designated time limit will be declared successful.

   b. Divide the class into three groups. Each group will represent one company.

   c. Give each company a "Financial Record" sheet (copy included).

   d. Place the 30 situation cards, reproduced from the following pages, into an economic risk box. Tell the students that in the box are 30 situation cards and that ten cards apply to each company. When a card is drawn, the owners of the company indicated must do what the situation card indicates. Tell the class that the situations do represent the types of concerns businesses face but that the amounts of money have been simplified and do not represent reality.

   e. Set a time limit for the game. (Short time limits such as 10-15 minutes may not allow a company to deal with all the economic risk situations.)

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f. Draw one situation card at a time. Read the directions and present the card to the company to which it is directed. Make sure the students retain the situation cards for later use.

g. At the conclusion of the time or after all 30 situation cards have been drawn, have the students in each group explain what happened to their company. Determine which company won and discuss why.

h. List goals and characteristics of American capitalism on the board. Have each group match each note on the situation cards.

3. This activity can be used as a springboard for doing further research as to the meaning and examples of the goals and characteristics of American capitalism.

Teachers' key to situation cards: A number appears on lower right-hand corner of each situation card which corresponds with the list of goals and characteristics of American capitalism that follows:

Goals of American capitalism: 1. Economic freedom, 2. Economic justice, 3. Economic growth, 4. Price stability and 5. Full employment.

Characteristics of American capitalism: 6. Basic private ownership of property, 7. Free enterprise, 8. Profit motive, 9. Wage and price allocation and 10. Competition.

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OUR COMPANY GAME

Financial Record of Company

Income _____ Expenditures _____

PROFIT = Income minus expenditures COMPANY PROFITS _____

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OUR COMPANY GAME—Economic Risk Cards

The pop company introduces new flavor Cherry Berry Brew, which will sell for $.12 per bottle.

Sales	$25,000	
Cost to make	5,000	
	$20,000	1

On inspection, the Food and Drug Administration found contaminants in Cherry Berry Brew. Your company is ordered to destroy thousands of bottles already produced.

Expenditure	$ 3,000	2

Due to the success of Cherry Berry Brew, the company decided to build a new factory to produce more pop.

cost of building	$20,000	2

Because of unstable economic conditions, the prices of Cherry Berry Brew ingredients are raised and your pop company decides to raise its prices from 12c to 15c per bottle.

Sales	$20,000	
Increased cost	10,000	
Income	$10,000	4

The pop company builds a new factory to make more pop; thus new workers are hired to staff the new factory.

Wage costs	$ 5,000	5

The pop company needs land to build a new factory and negotiates with Mr. Smith to purchase it from him.

Cost of land	$ 3,000	6

To save money the pop company decides to produce its own bottles.

Former cost to purchase bottles	$13,000	
Cost to make own bottles	10,000	
Income savings	$ 3,000	7

Your pop begins to use reusable, returnable bottles instead of throwaways, thus decreasing the number of bottles that must be made.

Cost to make throwaways	$13,000	
Cost to make returnables	10,000	
Income	$ 3,000	8

In an economy move, your company reorganizes its managerial staff, thus eliminating some jobs and combining others.

Savings	$ 4,000	9

Due to lagging sales, your pop company decides to advertise its Cherry Berry Brew as being a new "wild" experience in drinking in order to get more people to buy it.

Sales	$14,000	
Advertising cost	12,000	
Income	$ 2,000	10

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The record company decides to record a new group called Cold Fish and press 100,000 records for sale at $1.25 each.

Expected sales	$125,000	
Cost to produce	50,000	
Income	$ 75,000	1

Competitive record companies asked the federal government to roll back the $1.25 price of Cold Fish record to $1.00 because the price of all records sold by this company has been $1.00.

Refund $.25 to all buyers		
Expenditure	$ 25,000	2

To meet demand for Cold Fish record, company must make 100,000 more records.

Expected sales	$100,000	
Cost to produce	25,000	
Income	$ 75,000	3

Record company is making a profit selling Cold Fish records for $1.00, therefore decides not to challenge the federal government price ruling prohibiting the 25c increase.

No income or expenditures	4

To make an additional $100,000 records, the record company must buy a new machine.

Cost of machine	$ 10,000	
		5

To make additional records, the company hires 50 employees from workers previously unemployed.

Wages	$20,000	6

To increase sales, the record company opens ten record shops to sell its products.

Sales	$25,000	
Rent	10,000	
Income	$15,000	
		7

Due to popularity of the Cold Fish, the company decides to increase profits by printing and selling 100,000 pictures of the group to sell with the record.

Picture sales	$25,00	
Printing	5,000	
Income	$20,000	8

Record company employees' union demands 5% yearly increase in wages, which is granted.

Wage cost	$ 2,000	9

Due to popularity of Cold Fish group, competing record company offers them $27,000 to record for them. Your company offers $30,000 to keep them. They accept your offer.

Group expenditure	$30,000	10

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Your clothing company decides to introduce a new style of men's clothing, wrap-around pants, which will sell for $5.00.

Sales	$ 8,000	
Wages, material	6,000	
Income	$ 2,000	1

The clothing company's wrap-around pants meet the government wage-price guidelines; hence they may be sold for $5.00 a pair.

2

The men's wrap-around pants have become a fad and the clothing company must double its production.

Sales	$16,000	
Wages and materials	12,000	
Income	$ 4,000	3

Even though the wrap-around pants are in style, your company decides not to raise prices, thus increasing sales by selling more pants at a lower price.

Sales	$24,000	
Wages and materials	18,000	
Income	$ 6,000	4

The men's wrap-around pants fad hits its apex and is now declining; therefore, your company must transfer 50 employees to shirt production. No change in income or expenditure.

5

Due to the popularity of its wrap-around pants, your company converts part of its tie-making section into pants production.

Sales of more pants	$15,000	
Conversion	10,000	
Income	$ 5,000	6

Due to sales success of your wrap-around pants, the clothing company decides to produce plastic belts.

Sales	$10,000	
Wages and materials	7,000	
Income	$ 3,000	7

The new belts are sold with the wrap-around pants rather than alone to increase profit.
Price $6.00

Sales	$10,500	
Wages and materials	8,000	
Income	$ 2,500	8

The clothing company hires a man to survey public opinion to see if pants belts will be purchased in combination rather than alone.

Salary	$10,000	9

Another company introduces a new article of clothing which becomes an overnight success, leaving your company with 1,700 pairs of unsalable pants-belt combinations.

Expenditure	$ 8,500	10

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Title: DEBATE ON TARIFFS (IV,G(6))

Grade Level: 7-9

Directions:

Students participating in this debate should be divided into two teams of two or four members each, with one team in favor of raising tariffs and the other opposed. Each speaker is limited to five minutes. Speakers may not be interrupted. After all speakers have had a turn, a member from each side has one minute to summarize that side's position. All speakers should thoroughly prepare their statements in advance. Use the list of arguments as a guide. Note that some are better than others and that some repeat others.

ARGUMENTS FOR TARIFFS	ARGUMENTS AGAINST TARIFFS
1. Tariffs protect domestic industries from foreign competition.	1. Tariffs result in higher prices for consumers.
2. Tariffs prevent unemployment in protected industries.	2. Tariffs hinder customers from buying foreign goods they want.
3. A reduction of imports can increase the value of U.S. dollars relative to foreign currencies.	3. Tariffs decrease the standard of living for all countries engaged in foreign trade by limiting the manufacture and purchase of goods.
4. Tariffs promote economic and military self-sufficiency.	4. Tariffs do not allow countries to specialize in the production of the items they can produce most cheaply.
5. Tariffs help minimize trade deficits and thus the buildup of debts to foreign countries.	5. Tariffs imposed by one country can lead other countries to impose tariffs.
6. Trade with another country can become so important that actions about that trade can be used for political purposes.	6. Tariffs can cause increased unemployment in industries involved in exporting.

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ARGUMENTS FOR TARIFFS	ARGUMENTS AGAINST TARIFFS
7. There is less control over the quality of imports than of domestic production, which results in less protection for consumers.	7. Tariffs protect industries that are poorly managed.
8. Tariffs prevent financial losses to domestic investors and businesses that can result from foreign competition.	8. Tariffs may cause poor-quality goods to be produced because of lessened competition.
9. Because wages are less in most other countries than in the U.S., tariffs prevent a flood of foreign imports that can keep wages here low.	9. Competititon through trade results in improved efficiency in production, helps to eliminate waste, and thus tends to lower prices to consumers.
10. Dependence on foreign goods can cause problems of shortages in case of war.	10. Periods of high tariffs and economic depression tend to occur together.
11. If an industry is destroyed through competition from other countries, those countries may thereafter be able to charge higher prices for needed goods.	11. Open trade between countries strengthens their diplomatic and military alliances.
12. Importers can flood the market with more goods than can be purchased - causing prices, production, and employment to fall.	12. Open trade can promote peace - countries buying needed goods or selling surplus goods are unlikely to attack the countries with which they do business.

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Title: THE RIPPLE EFFECT (IV.H(4))

Grade Level: Middle/Secondary

Procedure: Have students break into groups. Ask students to analyze the effects of the following situations:

1. The price of American-made television sets drops way below that of foreign televisions.
2. The cows in the U.S. develop a fatal disease, leaving us with very few cows.
3. The price of gold drops drastically.
4. There is no more land left on which to build new homes.

Follow Up: Compare the conclusions the groups have reached. How would these situations affect students' buying power? What effect would this have on the economy? What does this say about supply and demand?

Variation: Have each student group devise their own situations. Swap situations among the groups and discuss the effects.

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SECONDARY/ADULT

LEVELS

Title: WHAT IS AN ADEQUATE PROFIT? (IV.E(5))

Grade Level: 9-12

Time Required: 45-50 minutes

Major Concepts:
Opportunity cost
Factors of production
Profit

Related Concepts:
Investment
Risk
Taxation
Rate of return

Instructional Objectives:

Students will:

Identify the costs of various factors of production.

Explain why investment in an enterprise depends on the prospect that the enterprise will make a profit.

Compute the return on investment.

Use the principle of opportunity cost to make investment decisions.

List various factors that should be considered when determining whether a profit or rate of return is adequate or not.

Rationale for the Activity:

People have many misconceptions about the nature and amount of profits earned by owners of businesses. This activity will help students identify the components of profits in a small business and evaluate the rates of return on investment.

Procedure:

1. To get the students started on the problem ask them to answer the following questions:

a. What is profit?
b. How do you feel about profits?
c. How does one determine whether a particular profit is adequate or not?

NOTE: Students will probably give varying responses to these questions. Make the point that the variations in responses show that students have some rather indefinite ideas about profits. Indicate that the lesson will focus on some definite guidelines for the students to use in answering the questions they have just been asked.

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2. Distribute copies of Handout 1 and have students read the case study. You may want to give a short review on the factors of production and on the ways to figure net profit and return on investment before students are given the analytic questions.

3. Once all students understand the meaning of the terms in the case study, distribute Handout 2. Students can work out answers to the problems individually, in small groups, or you may want to work through the problems with the class, explaining the concepts as you go.

4. Conduct class discussion on the answers to the analytic questions. Close the activity by pointing out that each situation must be studied very carefully before determining whether a profit or rate of return is adequate or not. Among the factors to be considered are: variation in profit from one year to the next, whether profit includes payment for the owner's services, and how the profit compares to other investments carrying various types of risks.

Teacher Answer Sheet for Handout 2: (See page 173)

1a. $80,000

b. Gross sales are not the same as profit since part of sales receipts must be used to pay for production costs.

2. Human resources $44,000
Natural resources 10,000 (utilities plus raw materials)
Capital goods 13,000 (rental of building plus depreciation of equipment)

NOTE: In the strict economic sense, inventories of raw materials such as nails are considered to be capital goods. If students choose to classify the raw materials this way, the total expenditures will not change even though the amounts per category will be different.

3a. $67,000

b. $3.35 ($67,000 ÷ 20,000 pairs = $3.35 a pair).

4a. $4.00 - $3.35 = 65¢ profit per pair.

b. $80,000 - $67,000 = $13,000 gross profit.

5. $10,000

NOTE: An income tax of $3,000 is an arbitrary but realistic figure. In 1978 a business with a gross profit of $13,000 would have paid $2,600 in federal tax if organized as a regular corporation. If it had been organized as a small business corporation the owner(s) would pay about $1,000 in federal tax. State and/or local business income taxes vary widely but $900 would be a good average estimate.

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6. For example, Susie may have wanted job independence, so she became boss of her own firm; or she thought she could make an adequate profit or rate of return on her investment, or she worked for someone else and put her investment funds in the bank.

7a. Yes

b. Susie assumed risks when investing her money in the firm. She could have lost much of her money if not enough of her products were purchased or if her estimates of costs and prices turned out to be inaccurate.

8. $10,000 ÷ $35,000 = 28.6 percent.

9. 8 percent

10a. Yes

b. She is entitled to a greater return because she assumed more risk. Savings accounts generally carry a low risk, meaning there is little chance of losing one's money. Some students may balk at the high rate received on her investment in the firm. They should be reminded that there is no promise or certainty that she will do as well next year, and beyond. Furthermore in this example Susie had a net profit of $10,000. If she had earned $11,000 by working for someone else (the same as her employees earn) and also had $2,800 in savings bank interest, she could have earned $13,800 with far less risk.

11. It is the amount she could have earned in her next best investment outlet.

12. No. If the position held by Tom is quite comparable to that assumed by Susie, the $10,000 "profit" could be considered as payment for Susie's labor, leaving nothing to represent a return on her investment of $35,000.

13. Many factors must be considered in evaluating whether a profit or return on investment is adequate or not. Some of the considerations are: Is the return for investment or for investment plus labor? Is the return comparable to other investments of like risk? Is the return likely to be steady or will it fluctuate widely from year to year?

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HANDOUT 1

CASE STUDY: SUSIE COMFY SHOES

Susie Comfy has a small shoe firm that makes only one type of shoe called the "bare sandal". She supervises the factory, which employs four employees other than herself. They produce the sandals only after receiving orders from retail establishments throughout the nation.

The first year of operation of the firm has just ended. Susie invested $35,000., mostly for equipment necessary to make the sandals. She is the sole owner. She does not draw a salary from the business - her only compensation is "accounting" profit.*

During the year, the firm produced and sold 20,000 pairs of shoes at an average price of $4 per pair.

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* "Accounting" profit is larger than "economic" profit in this instance. Even though Susie did not pay herself wages, part of the accounting profit must be considered as a payment for her own labor.

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Handout - 2

ANALYTIC QUESTIONS TO ACCOMPANY CASE STUDY: SUSIE COMFY SHOES

1a. What would be the gross sales for the firm?

b. Are the gross sales the same as the amount of profit?

2. If the actual production costs for the shoes were:

Salaries and fringe benefits	$44,000
Rental of the building	7,000
Depreciation of equipment	6,000
Utilities	2,000
Materials for shoes (leather, nails, etc.)	8,000

How much does Susie spend on each of the three factors of production? natural resources (raw materials), _____ human resources _____, and capital goods _____.

3a. What are the total expenses incurred for the production of the 20,000 pairs of shoes? _____

b. What is the cost to the firm for each pair of shoes? _____

4a. Considering the sales and various cost figures, what is the profit before taxes for each pair of shoes? _____

b. What is the total profit for selling all 20,000 pairs of shoes? _____

5. What is the net profit after business income taxes if all such taxes total $3,000? _____

6. What are some reasons why Susie might have invested the $35,000 in this firm? _____

7a. Did Susie assume any risks? _____

b. Explain your answer. _____

8. What is her after-tax rate of return on investment for the year if all Susie's profits are considered as a return on investment? _____

9. If Susie had invested her $35,000 in a special savings account and received $2,800 of interest, what would her return be for the year before taxes? _____

10a. Is it fair that she gained a far better return on the investment in her firm than from the savings account? _____

b. Why or why not? _____

11. What is the opportunity cost to Susie for having invested her money in the firm? _____

12. Suppose that Tom is a manager of a similarly sized shoe firm and makes $15,000. Also suppose that Susie lives on savings during the year, never drawing a salary. Considering these facts, is Susie's return adequate? Explain your answer. _____

13. When evaluating a "profit" rate, what must be considered? When is a profit rate adequate? _____

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Title: IS THE AD TRUE OR FALSE? (IV.F(13))

Grade Level: Secondary

Procedure: Students will select an ad of an item that interests them. They will go to the store and check if the item seems to live up to the claims in the ad. What are some of the advantages and disadvantages of shopping for "specials" that are advertised? Did the students find that the items lived up to the claims of the ads? Were there strings attached to the "special"? Were the ads informative or motivational?

Variation: Students will write about an experience that they had in responding to an advertised item. They will compare the claims in the ad with the reality of the item. How did they feel if the item was a good one? What did they do if they bought it and it proved to be less than claimed?

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Title: ADVERTISING (IV.F(14))

Grade Level: Secondary

Procedure: Each student should:

1. Choose or make up product or service.
2. Make up appropriate ad using all the principles of advertising.
3. Put major point on back (no name)
4. Switch ads.
5. Students review, critique ads based on whether or not they would buy product.
6. Lesson culminates with class discussion.

Contributed by Andrienne Longobucco, Wamogo Regional High School, Regional School District #6, Warren, Goshen and Morris CT

Title: GYPS AND FRAUDS (IV.F(14))

Grade Level: Secondary

Procedure: Students will bring in a newspaper or magazine advertisement and will evaluate the advertisement in terms of the following questions:

1. Does this advertisement supply any information of an educational nature about the product or service?
2. Does this advertisement appeal to reason or emotion?
3. Are there statements which indicate the quality of the product advertised?
4. Are absurd or meaningless statements or claims made about the product? (puffery)
5. Are testimonials made by people who have little or no relation to the product?
6. Are essential features of the product given, such as, specifications, standards and performances?

Evaluative Statement:

After you have evaluated one of the advertisements in terms of the applicable questions above, write an evaluation of the advertisement. Give specific information that refers to the advertisement you are evaluating.

Reprinted with permission from Consumer Education, Guide for Survival Skills, II, Office of Home Economics, Division of Vocational Education, Baltimore City Public Schools, 1979.

Title: WHY ARE BANKS REALLY NECESSARY? (IV.B(7))

Grade Level: Secondary/Adult

Procedure:

1. The teacher will tell the students to imagine this situation: The banks of this country have become fed up with the complaints of their customers and have decided to close down. The students in small groups must list all the possible effects of the shut down of the banking system.
2. The teacher will ask them to list the three most important effects on their list. The class will list the most important effects of each group on the blackboard.
3. On the basis of this list, the class will now be asked to list the services banks perform. The class will discuss services banks perform. The main function of the banks is to act as a conduit between producers and consumers. Banks carry out this function through their holding our savings and checking accounts on the one hand and lending money on the other hand. Additional services such as providing safe deposit boxes, giving financial advice, managing trust funds are also offered by banks. The students will be asked how banks make money to provide these services. They will note that not only does the bank charge more interest rate on loans than it pays on savings deposits, but there are additional fees on checking accounts and safe deposit boxes and other services. Finally, banks keep our money safe!

Follow Up: Send for free materials from the Federal Reserve System.

Reprinted with permission from Consumer Handbook: Decision Based Interdisciplinary Education. Norwalk Board of Education, Norwalk CT, 1980

Title: SCARCITY (IV.D(4))

Grade Level: Secondary/Adult

Procedure: Students will analyze the implication of the high cost of energy. Students are told the price of oil rose from $2 per barrel in 1974 to $30 per barrel in 1979, and will be asked to find the cost per barrel today.

In small groups they will draw an implications chart illustrating all the possible effects of these price increases. They will be given a model of an implications chart to follow. They will compare and give reasons for their charts to identify the effects of scarcity.

Adapted with permission from Consumer Handbook: Decision-Based Interdisciplinary Education, Norwalk Board of Education, Norwalk CT, 1980

Title: NO WAY TO GO BUT UP OR DOWN (IV.E(7))

Grade Level: Secondary/Adult

Materials: Students are given current figures on the economy related to productivity such as:

Labor productivity -
Inflation -
Unemployment -
Wages rates -

Procedure: Students will be divided into small groups representing the President's Council of Economic Advisors to suggest ways to help fight consumer inflation by improving productivity. They will compare their recommendations and compose a list of suggestions based on all reports. They must analyze the trade-offs involved in each suggestion. They will discuss ways to increase supply of goods to decrease inflation. They will relate the use of automation to increase productivity and how that might affect employment.

Variation: Use current economic statistics to analyze the state of the economy.

See pages 186 - 187 for data relating to this lesson.

Reprinted with permission from Consumer Handbook; Decision-Based Interdisciplinary Education, Norwalk Board of Education, Norwalk CT, 1980

Title: MAJOR ECONOMIC DEVELOPMENTS (IV.E(7))

Grade Level: Secondary/Adult

In using the bar graphs that follow, please remember the following points:

(1) The horizontal lines (_____) represent averages for the years 1965-1970, 1970-1975, and 1975 to the year listed on the right hand side of the graph. Before looking at the data for each individual year, compare the averages.

(2) The bar graphs illustrating the data for individual years are measured on the same scale as the averages, but they are drawn up or down from the average, NOT FROM THE ZERO POINT. This is done to emphasize the fact that individual year results should always be compared to longer run averages.

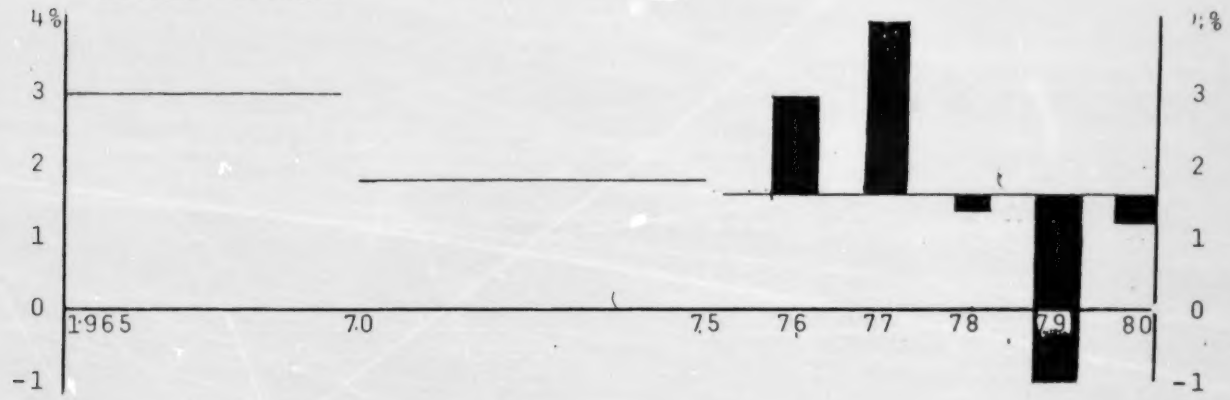
(3) Disposable income per person refers to income that is left in the hands of households after taxes. This is similar, but not identical to, take-home-pay. Per person, it is the best measure of the standard of living, and its increase measures the increase in the average standard of living in the country.

SEE THE FOLLOWING PAGES FOR THE BAR GRAPHS THAT ACCOMPANY THIS LESSON.

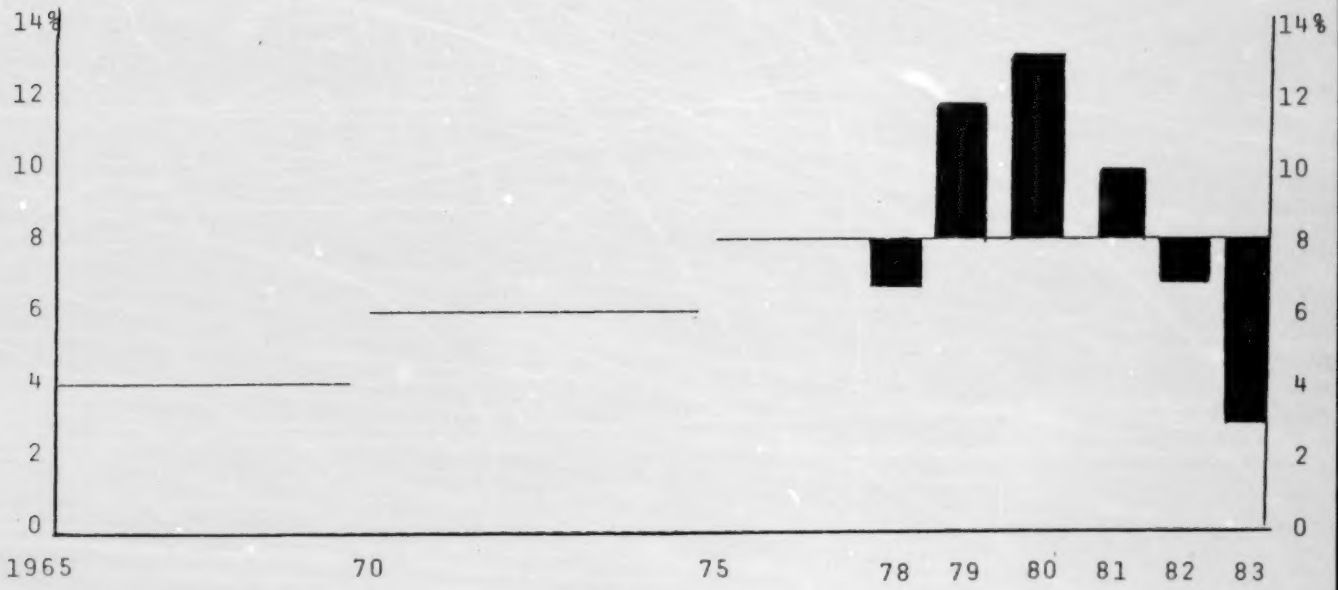
Contributed by Dr. Daniel Landau, University of Connecticut at Waterbury

MAJOR ECONOMIC DEVELOPMENTS

A. Growth of Disposable Income Per Person (Annual Rate Corrected For Inflation)

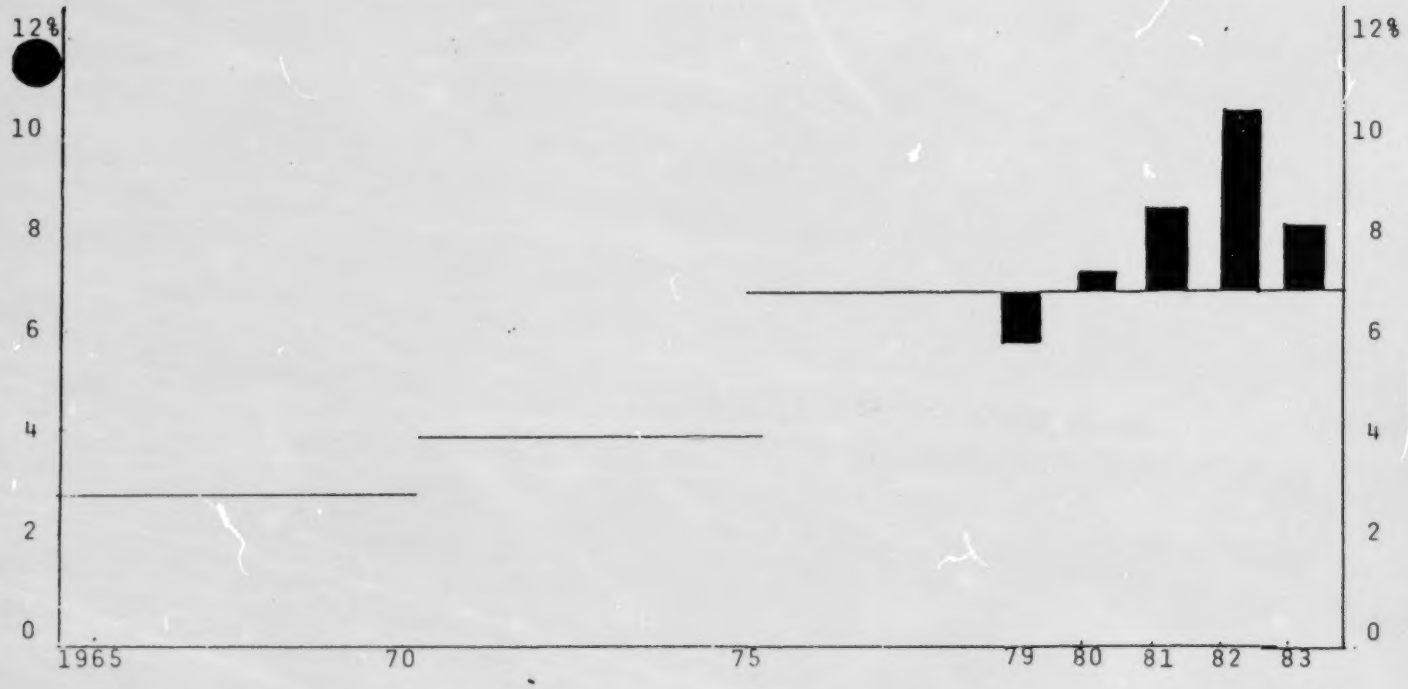


B. Inflation, Consumer Price Index--Annual % Increase

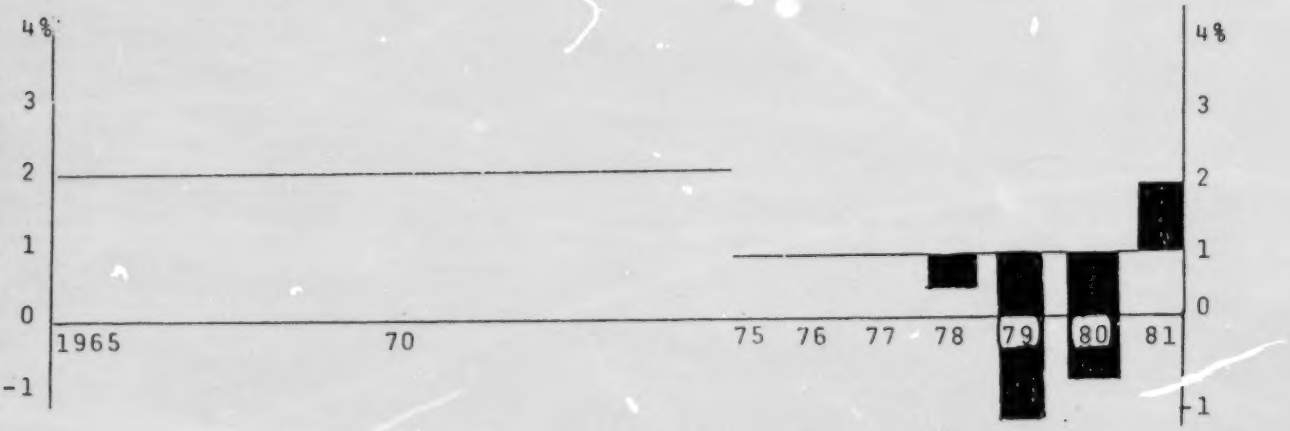


Contributed by Dr. Daniel Landau, University of Connecticut at Waterbury

C. Unemployment Rates



D. Productivity Growth in the Private Sector: Output per Personhour



Contributed by Dr. Daniel Landau, University of Connecticut at Waterbury

RESOURCE LIST

CONSUMER EDUCATION MATERIALS
AVIALABLE THROUGH RESCUE'S PROFESSIONAL LIBRARY
GOSHEN ROAD, LITCHFIELD CT 06759
(203) 567 0863

I. Curriculum Guides

Consumer Education Massachusetts State Department of Education
This model curriculum outlines learning objectives for teaching consumer education in grades K-12. It is an interdisciplinary guide designed to integrate consumer awareness experiences into all subject areas. This guide is the outcome of the National Leadership conference in Consumer and Financial Planning.

Consumer Education for Families With Limited Income, Texas Tech University, College of Home Economics, Lubbock TX, Revised 1980 Edition.

Consumer Education Guide for Survival Skills, II Office of Home Economics, Division of Vocational Education, Baltimore MD, 1979
grades 9-12
Included in this guide are lesson plans and a competency sheet for each lesson which identifies the specific competency, performance objective, learning activities, evaluation, extended activities and vocabulary.

Consumer Handbook: Decision Based Interdisciplinary Consumer Education Norwalk Board of Education, Norwalk CT, 1980
This handbook contains hundreds of strategies based on decision making skills. These strategies can be used with elementary, middle, high school and adult classes and are color coded for each level of instruction. Also included are consumer objectives, a glossary of consumer terms and a list of sources where additional materials may be obtained.

Home Economics Curriculum Guide Danbury, CT Grades 7-12, Undated.
This curriculum guide covers the areas of child care and development, clothing and textiles, consumer education and management, family health and safety, food and nutrition, housing and interiors.

Master Curriculum Guide in Economics for the Nation's Schools, Part II, Strategies for Teaching Economics, Primary Level (Grades K-3), 1977. Joint Council on Economic Education, 1212 Avenue of the Americas, New York NY 10036. Copyright by JCEE.

Master Curriculum Guide for the Nation's Schools, Part II, Strategies for Teaching Economics: Junior High School Level (Grades 7-9), 1981. Joint Council on Economic Education, 1212 Avenue of the Americas, New York NY 10036. Copyright by JCEE.

Master Curriculum Guide for the Nation's Schools, Part II, Strategies for Teaching Economics, Basic Business and Consumer Education (Secondary), 1979. Joint Council on Economic Education, 1212 Avenue of the Americas, New York NY 10036. Copyright by JCEE.

Pennsylvania Department of Education, Consumer Education Competencies Checklist, January, 1976.

Preparation for Work-Guide for Survival Skills II Office of Home Economics, Baltimore MD, 1979
This publication contains practical instruction for all students in job seeking, job qualifications, applying for jobs and interviews. This course is mandated for seniors as a graduation requirement and also focuses on personal development and its relationship to successful employment.

Project HELP Rhode Island Department of Education, Bureau of Vocational Technical Education, 1979 Grades 3-6
This primary curriculum covers the areas of home management, foods, personal cleanliness, sewing and woodworking. Included are lesson plans for each of the five areas.

Resource Supplement to the Consumer Education Curriculum Guide for Ohio, State Department of Education, Columbus OH, 1974 Grades 6-9
This publication has been designed to help students learn the basic economic principles which undergird our market system. This guide and the activities included can be used by the teacher to integrate consumer education into the study of history, geography, sociology and political science.

Social Studies Resource Supplement to Consumer Education State Department of Education, Columbus OH, 1971
This book contains teaching suggestions to be fused into existing social studies programs and are designed to promote active involvement on the part of the students as they grapple with the consequences of their consumer roles. The skill of decision making is stressed throughout this publication in addition to emphasis on values and value clarification.

Strategies for Teaching Economics Joint Council on Economic Education, 1977 Grades 1-3
This book can be used as a tool for curriculum development. It is designed as a resource document for school systems and provides detailed classroom lessons illustrating tested ways to teach economics.

Strategies for Teaching Economics Joint Council on Economic Education, 1981 Grades 7-9
Included in this book are lessons to be used by the classroom teacher. All lessons are ready to be used and may be modified by the teacher for his/her students.

Strategies for Teaching Economics: Basic Business and Consumer Education Joint Council on Economic Education, 1979 Grades 10-12
Part II provides detailed classroom lessons illustrating useful ways in which economics can be taught at different levels of difficulty.

II. Books and Periodicals

Consumer, Did You Know? U.S. Department of Education 1980
A bilingual guide for the hispanic consumer.

Elementary Economist, The
A quarterly publication of classroom tested activities designed to bring economic themes into the elementary classroom. The activities and student materials are grouped into three levels, K-2, 3-4, and 5-6.

Framework for Teaching Economics, A: Basic Concepts Part I
Joint Council on Economic Education 1977
This guide is primarily for curriculum resource groups whose task is to spell out the guide placement and most appropriate methods of teaching these concepts in grade K-12.

Guide to Curriculum Development in Consumer Education, A Connecticut State Board of Education 1981 Grades K-adult
This document provides suggested concepts for developing programs which will aid individuals in becoming responsible consumers in a complex and changing society.

Put Your House To Work Saving Money For You John Rothchild 1979
The suggestions in this pamphlet can save the consumer dollars and cents and don't require a great deal of effort, knowledge or expense.

III. Workshop Materials

Connecticut Consumer Education Workshop Connecticut State Department of Education 1982
This is a collection of resources and materials from a workshop held in March, 1982 for the classroom teacher for grades K-12.

Consumer Workshop by Sue Hall Griswold Elementary School, Jewett City CT March, 1982 Grades 1-5
Included in this package are materials for teaching consumer education for grades 1-5. Many worksheets are included for classroom activities.

For additional references, see the Resources, Information and Materials Section of A Guide to Curriculum Development in Consumer Education, published by the Connecticut State Department of Education in 1981.

Copies of A Guide to Curriculum Development in Consumer Education are available from the Connecticut State Department of Education and from the six regional educational services centers. Copies have also been sent to local school districts.

41069 ADVERTISING: INFORMATION, PERSUASION OR DECEPTION 12 min. C j-s-a

Every purchase represents an attempt to satisfy needs and desires on many different levels-from the most practical to the completely irrational. Advertisers try to reach the consumer on all these levels. Starting from this premise and employing a light but critical approach, the film helps students distinguish between the informational and manipulative uses of advertising.

ST-114 BUY AND BUY 15 min. C i-j

The frantic sales pitch of a TV cartoon show host, convinces Pete and Joe that they must have the latest, gimmicky toy. When the parents refuse to buy it for them, the brothers must decide for themselves whether it is really worth the money they have saved for something else. The film is designed to help children make wise decisions in the face of conflicting emotions and group pressure.

16098 BUY, BUY 20 min. C j-s

A wry examination of the methods and motives of the producers and agency people who make our TV commercials, our most potent advertising medium. For consumer education.

96002 BUYING WITH A TWISTED ARM 13 min. C j-s-a

In the film we view four vignettes where the buyer appears trapped into making a purchase by an emergency, by pressure, by emotions and by the flattery of a salesperson.

11012 CLIMBER, THE 26 min. C j-s-a

The true story of a young businessperson who designs a better backpack. Filmed on location in Colorado, the story highlights the economic concepts of profit, productivity, wages, and other aspects of a successful, profit-making company.

19115 CLOTHING: A PAIR OF BLUE JEANS 13 min. C e-i-j-s

Using a lively rock ballad to teach most of its concepts, this film follows the making and marketing of a well known item of clothing-blue jeans-from the cotton fields to the point of purchase.

61066 CONSUMER EDUCATION: BUDGETING 10 min. C j-s-a

Story demonstrates importance of establishing design for spending in terms of personal goals, values and future plans. Depicts necessary guidelines.

61065 CONSUMER EDUCATION: INSTALLMENT BUYING 10 min. C j-s-a

After investigating possible financial arrangements available to purchase a car on credit, two sisters arrive at a decision.

F-1012 CONSUMER HOMEMAKING 5 min. C e

An animated film where a whimsical wizard introduces six children to adult activities in the palace (i.e. the home). They redecorate, cook and teach infants in the nursery.

16100 CREDIT CARDS 22 min. C j-s-a

Different kinds of credit cards, the problems of getting the first one, how credit cards are used, dangers of overextension, cost, lost cards.

36056 CREDIT: HOW TO GET IT 14 min. C j-s

Jeff, in his last year in high school and holding down a part-time job, decides to use "easy" credit for a new car. He finds that credit isn't that easy to get and decides to consult a loan officer in the family bank. He learns about credit applications, point-scoring credit rating, shopping for loans, interest rates, and how to use credit prudently. Upon graduation and obtaining a full time job, he stars working on a credit record which will help buy the car he needs.

11017 FENCES AND GATES 28 min. C j-s-a

Economic theory, often regarded as complex and confusing is brought into perspective by an examination of the effects of a young jazz-rock band to "turn a profit."

19118 FOOD: STORY OF A PEANUT BUTTER SANDWICH 12 min. C e

A sandwich-making contest at a children's party leads to a survey on a popular American food-peanut butter. With humorous touches enlivening the action, the film moves from the history of the peanut to its development and processing as a staple grocery shelf item.

41059 IF IT DOESN'T WORK....COMPLAIN 15 min. C j-s-a

Everybody's bound to get stuck with a lemon once in a while. You might just as well grin and kiss your money goodby. Right? Wrong! The film highlights the many steps the individual consumer can take to recover the loss from the purchase of an unreliable product or service.

16112 LOOK BEFORE YOU EAT 22 min. C j-s

A critical examination of our eating habits and their relationship to our health. Nutritionists comment on the relation of our diet to a number of major diseases and on how advertising and food industry promotion affect our food choices.

13006 MAGICAL DISAPPEARING MONEY 11 min. C j-s-a

A cheerful, slightly scatterbrained "food expert witch" appears in a supermarket and works her magic to draw the customers around her. Then, item by item, she explains, with accompanying magic, why certain purchases by the customers are unwise.

17100 MONEY MAGIC 11 min. C i-j

This film addresses the basic principles of money management and how to spend wisely. It includes some consumer math and good buying practices. The film seeks to improve buying skills through a variety of educational and cinematic techniques including live action, special effects, and simple animation combined in a short, fast-paced presentation.

41047 PENCIL, THE 7 min. C p-e-i

A film experience that proves that the ordinary pencil may be plain but also fascinating. We discover how pencils are made, painted, stamped with a thousand different inscriptions and used by children and adults in a variety of ordinary and unusual ways. The original music track is inventive and lively and supports the film as no words could.

36060 PERSUADING THE PUBLIC 15 min. C j-s

Most public persuasion tries to sell ideas, products or people by building up positive attitudes and toning down negative qualities. The purpose of the first technique is to intensify, the purpose of the second is to downplay. By intercutting humorous episodes illustrating these techniques in an advertising agency and a political campaign, this film will both teach and delight students of English and social studies.

32293 PLAY THE SHOPPING GAME 20 min. C j-s

Welcome to "The Shopping Game," the TV show that poses the important question, "Do you know how to shop by comparison and avoid consumer fraud?" Six young contestants test their skills as they purchase food and housing, clothing and transportation, medical and personal care. Consumer savvy builds through musical lessons on deceptive packaging and labeling, improper weighting of foods, units vs. quantity pricing, leases and credit contracts.

13010 READ BEFORE YOU WRITE 6 min. C j-s-a

A young couple considers a typical installment purchase (a TV set). The couple is about to sign a contract when a consumer education program appears on "their" TV. It explains what a properly drawn installment contract should include such as specific description of the purchase, etc. Their decision to shop for better credit terms is made when the wife's arithmetic shows the high cost of the low payments.

SD#10 SEEING THROUGH COMMERCIALS 15 min. C e-i

Seeing Through Commercials alerts children to the techinques and motivations behind the TV commercials they see on Saturday morning and after school television.

16076 SUPERGOOP 13 min. C p-e

A devastating story in which Rodney and Charlie, actor and ad person, concoct a TV commercial for a ghastly cereal, revealing how commercials con kids into wanting the stuff.

CONSUMER EDUCATION MATERIALS
AVAILABLE FROM JOINT COUNCIL ON ECONOMIC EDUCATION
1212 AVENUE OF THE AMERICAS
NEW YORK NY 10036
(212) 582 5150
OR
CONNECTICUT JOINT COUNCIL ON ECONOMIC EDUCATION
THE UNIVERSITY OF CONNECTICUT AT STORRS
(203) 486-2327

GENERAL

GIVE & TAKE. An audiovisual series on topics and concepts in personal economics for use in grades eight through ten. It consists of twelve 15-minute programs for use in consumer education, economics, business education, home economics, social studies, and other classes in which material on personal economics is presented.

TRADE-OFFS. A visual presentation of core ideas in economics for nine-to-thirteen-years-old - available in either video cassettes, films, or filmstrips. The material is designed to increase the students' understanding of economics, their skills in using economic concepts to make designs, and their interest in the economic world around them.

ELEMENTARY SCHOOL

(Grades K-6)

LEARNING ECONOMICS THROUGH CHILDREN'S STORIES. A catalog of fiction and non-fiction for children in grades K-6. The stories and articles can be used to teach economic concepts in social science and other appropriate portions of the elementary school curriculum.

THE CHILD'S WORLD OF CHOICES. Furnishes a means of incorporating economics into the social studies curriculum by grade level (k-3). Treats five basic generalizations in economics with increasing complexity and sophistication for each grade. The children are helped to understand the generalizations by having them trade the economic roles of households such as their own. Gives teachers nontechnical overviews of the key economic ideas used as well as teaching suggestions. Order from Iowa Council on Economic Education, Phillips Hall, University of Iowa, Iowa City, IA 52242.

SECONDARY SCHOOL

(Grades 7-12)

ECONOMICS IN THE BUSINESS CURRICULUM. Contains 22 articles that deal with various aspects of teaching that curriculum. They were selected from three publications that resulted from a collaboration of the National Business Education Association and the Joint Council, 1972, 96 pp. (No. 157) $3.25

TRADE OFF: THE LAND USE PLANNING GAME. A simulation in which players analyze the costs, benefits, and trade-offs faced by communities, and make appropriate decisions about them. Players decide whether land is suitable for business or

or residential use, hold public hearings on community planning options, engage in production, employment, and consumption activities, etc. The goal of the game is to develop a healthy society, economy, and environment. Designed for participants of high school age and older. For 9 to 19 players. Playing time: 3 hours. Teacher/leader guide included. Created by George L. Wyatt and Charlotte T. Harter, 1979. Send orders to Trade-Off Game, Extension Service, Oregon State University, Attn: Stockroom, Corvallis, OR 97331. $25.00 plus postage.

ECONOMIC EDUCATION EXPERIENCES

(K-12)

ECONOMIC EDUCATION EXPERIENCES OF ENTERPRISING TEACHERS. Descriptions of award-winning entries and brief summaries of other ideas submitted in the National Awards Program for the Teaching of Economics. Prepared annually by the Joint Council and currently funded by the International Paper Company Foundation. Back issues: volumes 10-18 (1971-72 through 1979-80). Order by volume number. Each volume $2.25 Volume 20: 1981-82 (No. 328) $2.25

ECONOMIC TOPICS

THE ECONOMIC ROLE OF WOMEN. Article by Frances Hutner. Teaching suggestions by Bonnie J. Meszaros, 1977.

Economic Topic with Teaching About, 22 pp. (No. 252)	$1.25
Set of 30 Topics plus one Topic with Teaching About (No. 252a)	$12.00

THE ECONOMICS OF HEALTH CARE. Article by N. Tor Dahl and E. David Emery. Teaching suggestions by Edward C. Prehn, 1975.

Economic Topic with Teaching About, 16 pp. (No. 222)	$ 1.25
Set of 30 Topics plus one Topic with Teaching About (No. 222a)	$12.00
Filmstrip, 1976 (No. 235)	$22.00

THE ECONOMICS OF FOOD SUPPLY. Article by G.E. Grandow. Teaching suggestions by Elizabeth H. Allebaugh, 1974.

Economic Topic with Teaching About, 24 pp. (No. 208)	$ 1.25
Set of 30 Topics plus one Topic with Teaching About (No. 208a)	$12.00
Filmstrip, 1976 (No. 236)	$22.00

THE ECONOMICS OF YOUTH UNEMPLOYMENT. Article by Sar A. Levitan and Robert Taggart. Teaching suggestions by Frances Watkins, 1973.

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL AND ADULT EDUCATION
C. M. Green, Associate Commissioner
and Division Director

BUREAU OF VOCATIONAL PROGRAM
PLANNING AND DEVELOPMENT
Elizabeth M. Schmitt, Chief

VOCATIONAL PROGRAM IMPROVEMENT
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Katherine H. Brophy